

**THROUGH BOYHOOD
TO MANHOOD: A
PLEA FOR IDEALS**

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Through Boyhood to Manhood: A Plea for Ideals by Ennis Richmond

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ENNIS RICHMOND

**THROUGH BOYHOOD
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BOYHOOD:

A PLEA FOR CONTINUITY IN EDUCATION.

BY

ENNIS RICHMOND.

"Clear, sensible and practical, and will open the eyes of mothers to some aspects of their young hopefuls that are generally hid from their ken."—*Daily Chronicle*.

"All who have boys of their own to educate, or who are responsible for the education of other peoples, will find in this little book a great deal of good advice."—*Glasgow Herald*.

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"This is a quiet, wise, plain, kindly and loving endeavour to induce a considerate co-operation between parents and teachers in the education of boys. . . . Parents and teachers would greatly profit from its thoughtful perusal, and the world would be the better for it if its principles were reduced to practice by both."—*Educational News*.

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"The writer offers many useful and helpful suggestions to mothers. . . . The desirability of early training in unselfishness, chivalry, truth and obedience, and the duty of waging war from infancy with greediness, cruelty, ill-manners, waste and untidiness, are very effectively set before the mother. The aim which good parents and masters alike wish to keep ever in view is to bring up boys to do right, not because they must, but because they ought. We hope this book will be read."—*Record*.

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LONGMANS, GREEN, AND CO.,
LONDON, NEW YORK, AND BOMBAY.

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AUTHOR OF "BOYHOOD: A PLEA FOR CONTINUITY IN EDUCATION"

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BOOK I.

UNSELFISHNESS.

CHAPTER I.

IN regarding the lives of boys it is hard to say whether the bigger break comes when the boys, as little lads, leave home for a preparatory school, or when, as boys just verging into young manhood, they leave a preparatory school for a public school. As one whose life has been spent in great part among boys in their preparatory school life, I have already written a book in which reaching hands backwards I have tried to pull home life and school life together, trying to make parents see the necessity of coming themselves, so to speak, on to the arena of school, and there, with the schoolmaster, continuing their help and support to their boys, working with the masters and with the school in the further development of their sons' lives. I have tried to show how this can only be done by parents eliminating from their minds

all jealousy of the new life to which their boys are going, and by schoolmasters eliminating from their minds all tendency to contempt for what they may be pleased to consider weaknesses in a parent's way of regarding his boys' development.

In writing as I did then I was making an appeal to fathers and mothers not to lose their hold on their boys' lives when they send them to school. I wanted to make my point that parents ought not so much to feel that they are "sending a boy to school," sending him into a new atmosphere, to be under new influences, as that they are calling in a powerful auxiliary to aid in carrying on their boy so many steps in the path of life in which his home has started him, and of which his home has already taught him the beauties to be courted and the dangers to be reckoned with. There must be change at every step we take whether as boys or men, there must be new things to be learnt, new experiences to be bought. But an absolute break there need never be if love takes the place in our lives that it should take; takes such a place