

**EDUCATION AS GROWTH: OR,
THE CULTURE OF CHARACTER; A
BOOK FOR TEACHERS' READING
CIRCLES, NORMAL CLASSES,
AND INDIVIDUAL TEACHERS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649568741

Education as Growth: Or, The Culture of Character; A Book for Teachers' Reading Circles,
Normal Classes, and Individual Teachers by L. H. Jones

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L. H. JONES

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EDUCATION AS GROWTH OR THE CULTURE OF CHARACTER

A BOOK FOR TEACHERS' READING CIRCLES
NORMAL CLASSES, AND INDIVIDUAL TEACHERS

GINN & COMPANY
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GINN AND COMPANY
BOSTON · NEW YORK · CHICAGO · LONDON

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The Athenaeum Press
GINN AND COMPANY · PROPRIETORS · BOSTON · U.S.A.

GIFT OF
DEAN A. S. WHITNEY
12-5-33

FOREWORD

Perhaps no sane person ever lived to be fifty years of age without wishing at least once that he could live his life over again, bringing back to his youth the experience of his maturity. Realizing that this is impossible for himself, he earnestly desires that his children, and, if his sympathies are broad, other young people, shall become wise ere it is too late to profit by their wisdom. But in his anxiety for the young he frequently mistakes *knowledge* for *wisdom*; and in his theory of education he is liable to leave out of account that growth or development of the soul which alone makes a person capable of using aright his treasures of acquired learning. This little book is devoted to a discussion of the best ways of attaining sound character through the process of acquiring an education under the discipline of the school and other institutions of civilization.

L. H. JONES

YPSILANTI, MICHIGAN

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EDUCATION AS GROWTH

CHAPTER I

THE POINT OF VIEW

With so large a theme as education, no book of modest size can treat more than a small part of the subject. The point of view chosen will determine the range and character of the details. Much will be omitted, not because it is untrue or even unimportant, but because it is irrelevant. Other things may be included, not because they are the most important that can be said, but because they are necessary to the proper unfolding of the line of thought chosen. This book is frankly one-sided,—devoted to the discussion of one important phase of education, namely *growth*, as distinguished from other aspects of the same subject. The idea of growth is, however, so fundamental in all education that a discussion of this phase leads inevitably to a consideration of the other aspects as well; so that this point of view, while confessedly partial, is after all a central one. Whatever of symmetry may be found in the present work, therefore, is due rather to this fundamental character of *growth* as an element in