

**PRINCIPLES OF
SECONDARY EDUCATION:
A TEXT-BOOK. VOL. III:
ETHICAL TRAINING**

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Principles of Secondary Education: A Text-Book. Vol. III: Ethical Training by Charles De Garmo

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CHARLES DE GARMO

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PRINCIPLES OF SECONDARY
EDUCATION



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PRINCIPLES
OF
SECONDARY EDUCATION
A TEXT-BOOK

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ETHICAL TRAINING

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PREFACE

SOMETHING precious to education was lost when the Greek idea of the ethical goodness of wisdom became obscured by neglect. It is one of the principal purposes of this volume to bring into clearer light the moral functions of knowledge, and to show how over the bridge of ethical interest youth may be led from understanding to wisdom, and from wisdom to its correlative goodness and volitional efficiency.

Another purpose is to make clear the great existing differences in ideals and conditions between the ancient static and socialistic organizations under an economy of deficit and pain, with their resultants of struggle and sacrifice, and the modern dynamic and democratic order under an economy of surplus and satisfaction, with their resultants of personal independence and coöperative well-being. We live in a world of new conditions, and the ethical training we give must reflect these conditions through new interpretations of old ideals. As has been said, we shall need an annual supplement to the decalogue, unless we fit our old conceptions to the new situation. Old vices and old offences against the social order are still with us, but they are not always adequately recognized and opposed, because they assume the forms of public service. Without stealing a dollar

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by primitive theft, men may now steal a million from the community through methods analogous to those of indirect taxation, and, alas! without raising the hue and cry. It is essential that the young be taught to adjust their moral ideals, old perhaps as the race, to existing conditions, new perhaps as yesterday.

The first two chapters attempt to blaze a trail through ethical theory, that the regulative principles of moral conduct may be made clear and unmistakable to the young.

One idea animates the whole; namely, that there may be realized the completest possible utilization of the agencies for ethical training now available to the American high school. That religious agencies for the uplifting of men will still exert their beneficent influence is heartily recognized, but the fact that the school cannot at present use them is not a good reason why it should not utilize those it has.

The author wishes to express his sense of gratitude to his colleague, Richard Ray Kirk, A.B., A.M., of the Cornell English Department, for his assistance in reading manuscript and proof.

CORNELL UNIVERSITY,
July, 1910.

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