

## (b) MORAL EDUCATION.

The mere development and cultivation of the child's mind and memory will, however, be, for him, only sources of error and of regrettable lapses from virtue, if they be not guided by a firm and well-disciplined will, fitted to govern, and to pursue the accomplishment of duty to the very end. But, in order rightly to govern others, still more, rightly to govern himself, he must know how to obey and to submit to **discipline** from his earliest years. The strength of a body social is in exact proportion to its spirit of unity, which rests **on discipline**; the same holds true of the due subordination of a man's faculties: the measure of their strength is that of the will which governs them.

Now, discipline obtains in our schools. Dr. Merchant records the fact with marked satisfaction, and almost with surprise: "**The discipline in the English-French school is, as a rule, excellent. The teachers have good control and the pupils are well behaved.**"

Let it be here noted that discipline is not only an element of moral training, but also a guarantee of success in study. All teachers of experience assure us that the work and application of pupils are in proportion to the discipline of the class and the attention of the scholars. The work done in our schools must, therefore, be excellent. And that, be it added, is no insignificant result.

Discipline, however, degenerates, all too easily, into servility, and destroys, in a measure, both personality and initiative, if it be not based on the

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<sup>1</sup>Report, p. 36.