

school should be of the military type, and there are some who see a good model in the monastic type. Arnold's ideas of discipline seem to me to strike the happy mean. Military discipline is not good for a school, nor monastic. They are neither of them natural to growing boys. Military discipline exists for a certain end peculiar to one profession. On this head the following words by an American Superintendent of schools appear to me full of common sense. "Not long since I read in an educational journal an article upon school discipline, in which the writer said that obedience must be immediate and absolute.—Obedience immediate and absolute? For the soldier on the battle's edge—yes; but for the child with his instincts of self hood, his budding reason, his untrained will, and his intuition of freedom, the thing is unreasonable, absurd and impossible. Which of us can at all times control his will or command his attention to a dull discourse, a stupid book, or an uninteresting recital? Prompt and cheerful compliance, I admit; but "immediate and absolute"? The words savor of the drill master, the martinet, the tyrant, the despot, rather than the teacher, and guide of youth."

I think Arnold would have agreed with the spirit of this quotation. He came to Rugby in the days when the cane was the one great instrument of punishment, when little or no real consideration was given to the object of punishment. Every kind of offence was treated in the same way.—The result was bad. Arnold at once "made a great alteration in the whole system of punishment in the higher part of the school, keeping it as much as possible in the background, and by kindness and encouragement attracting the good and noble feelings of

those with whom he had to deal—Arnold did not abolish corporal punishment but he sought to diminish it in every possible way. "The *beau ideal* of school discipline with regard to young boys would seem to be this, that whilst corporal punishment was retained in principle as fitly answering to and marking the naturally inferior state of boyhood, and therefore as conveying no peculiar degradation to persons in such a state, we should cherish and encourage to the utmost all attempts made by the several boys, as individuals, to escape from the natural punishment of their age by rising above its naturally low tone of principle."

One of the evils of a great school of 300 or 400 boarders is the spirit of combination for evil. Cliques of lazy or bad boys are formed who find it sometimes easy to set up a low public opinion. They may discourage by sneers the industry of the school as a whole. No one who has ever had personal experience of a boarding school of the size of Rugby but knows how successive waves of public school opinion sweep over it, now high now low. At the very sight of a knot of vicious or careless boys gathered round the school house fire Arnold used to say that he seemed to see the Devil in the midst of them". He often preached about it, and it was always the source of his deepest anxiety.

He sought to overcome this difficulty through the medium of the highest form in the school, the VIth. He had difficulties here of course.

There was not always perfection, but he said. "When I have confidence in the sixth there is no post in England which I would exchange for this; but if they do not support me I must go."

Expulsion was a remedy he had determined to apply in cases of ob-