

QUINTILIAN

et virum plus adferunt ad descendum renovati ac
 10 recentes et acriorem animum, qui fere necessitatibus
 repugnat. Nec me offenderit lusus in pueris; est
 et hoc signum alacritatis; neque illum tristem
 semperque demissum sperare possim erectae circa
 11 studia mentis fore, cum in hoc quoque maxime
 naturali aetate illis impetu iaceat. Modus tamen
 sit remissionibus, ne aut odium studiorum faciant
 negatae aut otii consuetudinem nimiae. Sunt
 etiam nonnulli acendis puerorum ingenis non
 inutiles lusus, cum positis invicem cuiusque generis
 12 quaestiuiculis aemulantur. Mores quoque se inter
 ludendum simplicius detegunt; modo nulla videatur
 aetas tam infirma, quae non protinus quid rectum
 pravumque sit discat, tum vel maxime formanda,
 cum simulandi nescia est et praecipientibus facillime
 13 cedit. Frangas enim citius quam corrigas, quae in
 pravum induruerunt. Protinus ergo, ne quid cupide,
 ne quid improbe, ne quid impotenter faciat, mo-
 nendus est puer; habendumque in animo semper
 illud Vergilianum:

Adeo in teneris consuescere multum est.

Caedi vero discentes, quamlibet et receptum sit
 et Chrysippus non improbet, minime velim. Primum,
 14 quia deforme atque servile est et certe, (quod con-

BOOK I. III. 9-14

they will bring greater energy to their learning and
 approach their work with greater spirit of a kind
 that will not submit to be driven. I approve of play 10
 in the young; it is a sign of a lively disposition; nor
 will you ever lead me to believe that a boy who is
 gloomy and in a continual state of depression is ever
 likely to show alertness of mind in his work, lacking
 as he does the impulse most natural to boys of his
 age. Such relaxation must not however be un- 11
 limited: otherwise the refusal to give a holiday will
 make boys hate their work, while excessive indul-
 gence will accustom them to idleness. There are
 moreover certain games which have an educational
 value for boys, as for instance when they compete
 in posing each other with all kinds of questions
 which they ask turn and turn about. Games 12
 too reveal character in the most natural way, at
 least that is so if the teacher will bear in mind
 that there is no child so young as to be unable to
 learn to distinguish between right and wrong, and
 that the character is best moulded, when it is still
 guiltless of deceit and most susceptible to instruc-
 tion: for once a bad habit has become engrained,
 it is easier to break than bend. There must be no 13
 delay, then, in warning a boy that his actions must
 be unselfish, honest, self-controlled, and we must
 never forget the words of Virgil,

"So strong is custom formed in early years."¹

I disapprove of flogging, although it is the regular
 custom and meets with the acquiescence of Chry-
 sippus, because in the first place it is a disgraceful
 form of punishment and fit only for slaves, and is in 14

¹ *Georg.* ii. 272.

venit, si aetatem mutes), iniuria est; deinde, quod, si cui tam est mens illiberalis, ut oburgatione non corrigatur, is etiam ad plagas ut pessima quaeque mancipia durabitur: postremo, quod ne opus erit quidem hac castigatione, si assiduus studiorum exactor astiterit. Nunc fere negligentia paedagogorum sic emendari videtur, ut pueri non facere, quae recta sunt, cogantur sed cur non fecerint puniantur. Denique cum parvulum verberibus coegeris, quid iuveni facias, cui nec adhiberi potest hic metus et maiora discenda sunt? Adde, quod multa vapulantibus dictu deformia et mox vercundiae futura saepe dolore vel metu acciderunt, qui pudor frangit animum et abiicit atque ipsius lucis fugam et taedium dicitur. Iam si minor in eligendis custodum vel praeceptorum moribus fuit cura, pudet dicere, in quae probra nefandi homines isto cadendi iure abutantur, quam det aliis quoque nonnunquam occasionem hic miserorum metus. Non morabor in parte hac; nimium est quod intelligitur. Quare hoc dixisse satis est; in aetatem infirmam et iniuriae obnoxiam nemini debet nimium licere.

18 Nunc quibus instituendus sit artibus, qui sic formabitur, ut fieri possit orator, et quae in quaque actate inchoanda, dicere ingrediar.

IV. Primus in eo, qui scribendi legendique

any case an insult, as you will realise if you imagine its infliction at a later age. Secondly if a boy is so insensible to instruction that reproof is useless, he will, like the worst type of slave, merely become hardened to blows. Finally there will be absolutely no need of such punishment if the master is a thorough disciplinarian. As it is, we try to make amends for the negligence of the boy's *paedagogus*, not by forcing him to do what is right, but by punishing him for not doing what is right. And though you may compel a child with blows, what are you to do with him when he is a young man no longer amenable to such threats and confronted with tasks of far greater difficulty? Moreover when children are beaten, pain or fear frequently have results of which it is not pleasant to speak and which are likely subsequently to be a source of shame, a shame which unnerves and depresses the mind and leads the child to shun and loathe the light. Further if inadequate care is taken in the choices of respectable governors and instructors, I blush to mention the shameful abuse which scoundrels sometimes make of their right to administer corporal punishment or the opportunity not infrequently offered to others by the fear thus caused in the victims. I will not linger on this subject; it is more than enough if I have made my meaning clear. I will content myself with saying that children are helpless and easily victimised, and that therefore no one should be given unlimited power over them. I will now proceed to describe the subjects in which the boy must be trained, if he is to become an orator, and to indicate the age at which each should be commenced.

IV. As soon as the boy has learned to read and