



The Education of Citizens [Politics 7-8]

Aristotle

BOOK 7

4. The Ideal State

... In what has preceded I have discussed other forms of government; in what remains the first point to be considered is what should be the conditions of the ideal or perfect state; for the perfect state cannot exist without a due supply of the means of life. And therefore we must presuppose many purely imaginary conditions, but nothing impossible. There will be a certain number of citizens, a country in which to place them, and the like. As the weaver or shipbuilder or any other artisan must have the material proper for his work (and in proportion as this is better prepared, so will the result of his art be nobler), so the statesman or legislator must also have the materials suited to him.

First among the materials required by the statesman is population: he will consider what should be the number and character of the citizens, and then what should be the size and character of the country. Most persons think that a state in order to be happy ought to be large; but even if they are right, they have no idea what is a large and what a small state. For they judge of the size of the city by the number of the inhabitants; whereas they ought to regard, not their number, but their power....

To the size of states there is a limit, as there is to other things, plants, animals, implements; for none of these retain their natural power when they are too large or too small, but they either wholly lose their nature, or are spoiled. For example, a ship which is only a span long will not be a ship at all, nor a ship a quarter of a mile long; yet there may be a ship of a certain size, either too large or too small, which will still be a ship, but bad for sailing. In like manner a state when composed of too few is not, as a state ought to be, self-sufficing; when of too many, though self-sufficing in all mere necessities, as a nation may be, it is not a state, being almost incapable of constitutional government. For who can be the general of such a vast multitude, or who the herald, unless he have the voice of a Stentor?

A state, then, only begins to exist when it has attained a population sufficient for a good life in the political community; it may indeed, if it somewhat exceed this number, be a greater state. But, as I was saying, there must be a limit. What should be the limit will be easily ascertained by experience. For both governors and governed have duties to perform; the special functions of a governor to command and to judge. But if the citizens of a state are to judge and to distribute offices according to merit, then they must know each other's characters; where they do not possess this knowledge, both the election to offices and the decision of lawsuits will go wrong. When the population is very large they are manifestly settled at haphazard, which clearly ought not to be. Besides, in an over-populous state foreigners and metics will readily acquire the rights of citizens, for who will find them out? Clearly then the best limit of the population of a state is the largest number which suffices for the purposes of life, and can be taken in at a single view. Enough concerning the size of a state....

8. The Nature of the State

As in other natural compounds the conditions of a composite whole are not necessarily organic parts of it, so in a state or in any other combination forming a unity not everything is a part, which is a necessary

condition. The members of an association have necessarily some one thing the same and common to all, in which they share equally or unequally for example, food or land or any other thing. But where there are two things of which one is a means and the other an end, they have nothing in common except that the one receives what the other produces. Such, for example, is the relation which workmen and tools stand to their work; the house and the builder have nothing in common, but the art of the builder is for the sake of the house.

And so states require property, but property, even though living beings are included in it, is no part of a state; for a state is not a community of living beings only, but a community of equals, aiming at the best life possible. Now, whereas happiness is the highest good, being a realization and perfect practice of virtue, which some can attain, while others have little or none of it, the various qualities of men are clearly the reason why there are various kinds of states and many forms of government; for different men seek after happiness in different ways and by different means, and so make for themselves different modes of life and forms of government. We must see also how many things are indispensable to the existence of a state, for what we call the parts of a state will be found among the indispensables. Let us then enumerate the functions of a state, and we shall easily elicit what we want:

First, there must be food; secondly, arts, for life requires many instruments; thirdly, there must be arms, for the members of a community have need of them, and in their own hands, too, in order to maintain authority both against disobedient subjects and against external assailants; fourthly, there must be a certain amount of revenue, both for internal needs, and for the purposes of war; fifthly, or rather first, there must be a care of religion which is commonly called worship; sixthly, and most necessary of all there must be a power of deciding what is for the public interest, and what is just in men's dealings with one another.

These are the services which every state may be said to need. For a state is not a mere aggregate of persons, but a union of them sufficing for the purposes of life; and if any of these things be wanting, it is as we maintain impossible that the community can be absolutely self-sufficing. A state then should be framed with a view to the fulfillment of these functions. There must be husbandmen to procure food, and artisans, and a warlike and a wealthy class, and priests, and judges to decide what is necessary and expedient.

9. The Role of Citizens in the State

Having determined these points, we have in the next place to consider whether all ought to share in every sort of occupation. Shall every man be at once husbandman, artisan, councilor, judge, or shall we suppose the several occupations just mentioned assigned to different persons? Or, thirdly, shall some employments be assigned to individuals and others common to all? The same arrangement, however, does not occur in every constitution; as we were saying, all may be shared by all, or not all by all, but only by some; and hence arise the differences of constitutions, for in democracies all share in all, in oligarchies the opposite practice prevails. Now, since we are here speaking of the best form of government, i.e., that under which the state will be most happy (and happiness, as has been already said, cannot exist without virtue), it clearly follows that in the state which is best governed and possesses men who are just absolutely, and not merely relatively to the principle of the constitution, the citizens must not lead the life of mechanics or tradesmen, for such a life is ignoble, and inimical to virtue. Neither must they be husbandmen, since leisure is necessary both for the development of virtue and the performance of political duties.

Again, there is in a state a class of warriors, and another of councilors, who advise about the expedient and determine matters of law, and these seem in an especial manner parts of a state. Now, should these two classes be distinguished, or are both functions to be assigned to the same persons? Here again there is no difficulty in seeing that both functions will in one way belong to the same, in another, to different persons. To different persons in so far as these i.e., the physical and the employments are suited to different primes of life, for the one requires mental wisdom and the other strength. But on the other hand, since it is an impossible thing that those who are able to use or to resist force should be willing to remain always in subjection, from this point of view the persons are the same; for those who carry arms can always determine the fate of the constitution.

It remains therefore that both functions should be entrusted by the ideal constitution to the same

persons, not, however, at the same time, but in the order prescribed by nature, who has given to young men strength and to older men wisdom. Such a distribution of duties will be expedient and also just, and is founded upon a principle of conformity to merit. Besides, the ruling class should be the owners of property, for they are citizens, and the citizens of a state should be in good circumstances; whereas mechanics or any other class which is not a producer of virtue have no share in the state. This follows from our first principle, for happiness cannot exist without virtue, and a city is not to be termed happy in regard to a portion of the citizens, but in regard to them all. And clearly property should be in their hands, since the husbandmen will of necessity be slaves or barbarian Perioeci.

Of the classes enumerated there remain only the priests, and the manner in which their office is to be regulated is obvious. No husbandman or mechanic should be appointed to it; for the Gods should receive honor from the citizens only. Now since the body of the citizen is divided into two classes, the warriors and the councilors and it is befitting that the worship of the Gods should be duly performed, and also a rest provided in their service for those who from age have given up active life, to the old men of these two classes should be assigned the duties of the priesthood.

We have shown what are the necessary conditions, and what the parts of a state: husbandmen, craftsmen, and laborers of all kinds are necessary to the existence of states, but the parts of the state are the warriors and councilors. And these are distinguished severally from one another, the distinction being in some cases permanent, in others not.

14. Education for Citizenship

Since every political society is composed of rulers and subjects let us consider whether the relations of one to the other should interchange or be permanent. For the education of the citizens will necessarily vary with the answer given to this question. Now, if some men excelled others in the same degree in which gods and heroes are supposed to excel mankind in general (having in the first place a great advantage even in their bodies, and secondly in their minds), so that the superiority of the governors was undisputed and patent to their subjects, it would clearly be better that once for all the one class should rule and the other serve. But since this is unattainable, and kings have no marked superiority over their subjects... it is obviously necessary on many grounds that all the citizens alike should take their turn of governing and being governed.

Equality consists in the same treatment of similar persons, and no government can stand which is not founded upon justice. For if the government be unjust every one in the country unites with the governed in the desire to have a revolution, and it is an impossibility that the members of the government can be so numerous as to be stronger than all their enemies put together.

Yet that governors should excel their subjects is undeniable. How all this is to be effected, and in what way they will respectively share in the government, the legislator has to consider. The subject has been already mentioned. Nature herself has provided the distinction when she made a difference between old and young within the same species, of whom she fitted the one to govern and the other to be governed. No one takes offense at being governed when he is young, nor does he think himself better than his governors, especially if he will enjoy the same privilege when he reaches the required age.

We conclude that from one point of view governors and governed are identical, and from another different. And therefore their education must be the same and also different. For he who would learn to command well must, as men say, first of all learn to obey. As I observed in the first part of this treatise, there is one rule which is for the sake of the rulers and another rule which is for the sake of the ruled; the former is a despotic, the latter a free government. Some commands differ not in the thing commanded, but in the intention with which they are imposed. Wherefore, many apparently menial offices are an honor to the free youth by whom they are performed; for actions do not differ as honorable or dishonorable in themselves so much as in the end and intention of them. But since we say that the virtue of the citizen and ruler is the same as that of the good man, and that the same person must first be a subject and then a ruler, the legislator has to see that they become good men, and by what means this may be accomplished, and what is the end of the perfect life.

Now the soul of man is divided into two parts, one of which has a rational principle in itself, and the other, not having a rational principle in itself, is able to obey such a principle. And we call a man in any

way good because he has the virtues of these two parts. In which of them the end is more likely to be found is no matter of doubt to those who adopt our division; for in the world both of nature and of art the inferior always exists for the sake of the better or superior, and the better or superior is that which has a rational principle. This principle, too, in our ordinary way of speaking, is divided into two kinds, for there is a practical and a speculative principle. This part, then, must evidently be similarly divided. And there must be a corresponding division of actions; the actions of the naturally better part are to be preferred by those who have it in their power to attain to two out of the three or to all, for that is always to every one the most eligible which is the highest attainable by him.

The whole of life is further divided into two parts, business and leisure, war and peace, and of actions some aim at what is necessary and useful, and some at what is honorable. And the preference given to one or the other class of actions must necessarily be like the preference given to one or other part of the soul and its actions over the other; there must be war for the sake of peace, business for the sake of leisure, things useful and necessary for the sake of things honorable. All these points the statesman should keep in view when he frames his laws; he should consider the parts of the soul and their functions, and above all the better and the end; he should also remember the diversities of human lives and actions. For men must be able to engage in business and go to war, but leisure and peace are better; they must do what is necessary and indeed what is useful, but what is honorable is better. On such principles children and persons of every age which requires education should be trained....

15. Virtues in the State

Since the end of individuals and of states is the same, the end of the best man and of the best constitution must also be the same; it is therefore evident that there ought to exist in both of them the virtues of leisure; for peace, as has been often repeated, is the end of war, and leisure of toil. But leisure and cultivation may be promoted, not only by those virtues which are practiced in leisure, but also by some of those which are useful to business. For many necessities of life have to be supplied before we can have leisure. Therefore a city must be temperate and brave, and able to endure: for truly, as the proverb says, 'There is no leisure for slaves,' and those who cannot face danger like men are the slaves of any invader. Courage and endurance are required for business and philosophy for leisure, temperance and justice for both, and more especially in times of peace and leisure, for war compels men to be just and temperate, whereas the enjoyment of good fortune and the leisure which comes with peace tend to make them insolent.

Those then who seem to be the best-off and to be in the possession of every good, have special need of justice and temperance—for example, those (if such there be, as the poets say) who dwell in the Islands of the Blest; they above all will need philosophy and temperance and justice, and all the more the more leisure they have, living in the midst of abundance. There is no difficulty in seeing why the state that would be happy and good ought to have these virtues. If it be disgraceful in men not to be able to use the goods of life, it is peculiarly disgraceful not to be able to use them in time of leisure -- to show excellent qualities in action and war, and when they have peace and leisure to be no better than slaves. Wherefore we should not practice virtue after the manner of the Spartans. For they, while agreeing with other men in their conception of the highest goods, differ from the rest of mankind in thinking that they are to be obtained by the practice of a single virtue. And since they think these goods and the enjoyment of them greater than the enjoyment derived from the virtues ... and that it should be practiced for its own sake, is evident from what has been said; we must now consider how and by what means it is to be attained.

We have already determined that nature and habit and rational principle are required, and, of these, the proper nature of the citizens has also been defined by us. But we have still to consider whether the training of early life is to be that of rational principle or habit, for these two must accord, and when in accord they will then form the best of harmonies. The rational principle may be mistaken and fail in attaining the highest ideal of life, and there may be a like evil influence of habit.

Thus much is clear in the first place, that, as in all other things, birth implies an antecedent beginning, and that there are beginnings whose end is relative to a further end. Now, in men rational principle and mind are the end towards which nature strives, so that the birth and moral discipline of the citizens ought to be ordered with a view to them. In the second place, as the soul and body are two, we see also that there are two parts of the soul, the rational and the irrational, and two corresponding states—reason and

appetite. And as the body is prior in order of generation to the soul, so the irrational is prior to the rational. The proof is that anger and wishing and desire are implanted in children from their very birth, but reason and understanding are developed as they grow older. Wherefore, the care of the body ought to precede that of the soul, and the training of the appetitive part should follow: none the less our care of it must be for the sake of the reason, and our care of the body for the sake of the soul.

17. Development and Education

After the children have been born, the manner of rearing them may be supposed to have a great effect on their bodily strength. It would appear from the example of animals, and of those nations who desire to create the military habit, that the food which has most milk in it is best suited to human beings; but the less wine the better, if they would escape diseases. Also all the motions to which children can be subjected at their early age are very useful. But in order to preserve their tender limbs from distortion, some nations have had recourse to mechanical appliances which straighten their bodies. To accustom children to the cold from their earliest years is also an excellent practice, which greatly conduces to health, and hardens them for military service. Hence many barbarians have a custom of plunging their children at birth into a cold stream; others, like the Celts, clothe them in a light wrapper only. For human nature should be early habituated to endure all which by habit it can be made to endure; but the process must be gradual. And children, from their natural warmth, may be easily trained to bear cold. Such care should attend them in the first stage of life.

The next period lasts to the age of five; during this no demand should be made upon the child for study or labor, lest its growth be impeded; and there should be sufficient motion to prevent the limbs from being inactive. This can be secured, among other ways, by amusement, but the amusement should not be vulgar or tiring or effeminate. The Directors of Education, as they are termed, should be careful what tales or stories the children hear, for all such things are designed to prepare the way for the business of later life, and should be for the most part imitations of the occupations which they will hereafter pursue in earnest. Those are wrong who in their laws attempt to check the loud crying and screaming of children, for these contribute towards their growth, and, in a manner, exercise their bodies. Straining the voice has a strengthening effect similar to that produced by the retention of the breath in violent exertions.

The Directors of Education should have an eye to their bringing up, and in particular should take care that they are left as little as possible with slaves. For until they are seven years old they must live at home; and therefore, even at this early age, it is to be expected that they should acquire a taint of meanness from what they hear and see. Indeed, there is nothing which the legislator should be more careful to drive away than indecency of speech; for the light utterance of shameful words leads soon to shameful actions. The young especially should never be allowed to repeat or hear anything of the sort. A freeman who is found saying or doing what is forbidden, if he be too young as yet to have the privilege of reclining at the public tables, should be disgraced and beaten, and an elder person degraded as his slavish conduct deserves. And since we do not allow improper language, clearly we should also banish pictures or speeches from the stage which are indecent. Let the rulers take care that there be no image or picture representing unseemly actions, except in the temples of those Gods at whose festivals the law permits even ribaldry, and whom the law also permits to be worshipped by persons of mature age on behalf of themselves, their children, and their wives. But the legislator should not allow youth to be spectators of iambi or of comedy until they are of an age to sit at the public tables and to drink strong wine; by that time education will have armed them against the evil influences of such representations.

We have made these remarks in a cursory manner—they are enough for the present occasion; but hereafter we will return to the subject and after a fuller discussion determine whether such liberty should or should not be granted, and in what way granted, if at all. Theodorus, the tragic actor, was quite right in saying that he would not allow any other actor, not even if he were quite second-rate, to enter before himself, because the spectators grew fond of the voices which they first heard. And the same principle applies universally to association with things as well as with persons, for we always like best whatever comes first. And therefore youth should be kept strangers to all that is bad, and especially to things which suggest vice or hate. When the five years have passed away, during the two following years they must look on at the pursuits which they are hereafter to learn.

There are two periods of life with reference to which education has to be divided, from seven to the age of puberty, and onwards to the age of one and twenty. The poets who divide ages by sevens are in the main right: but we should observe the divisions actually made by nature; for the deficiencies of nature are what art and education seek to fill up.

Let us then first inquire if any regulations are to be laid down about children, and secondly, whether the care of them should be the concern of the state or of private individuals, which latter is in our own day the common custom, and in the third place, what these regulations should be.

BOOK 8

1. The Education of Children in the State

No one will doubt that the legislator should direct his attention above all to the education of youth; for the neglect of education does harm to the constitution. The citizen should be molded to suit the form of government under which he lives. For each government has a peculiar character which originally formed and which continues to preserve it. The character of democracy creates democracy, and the character of oligarchy creates oligarchy; and always the better the character, the better the government.

Again, for the exercise of any faculty or art a previous training and habituation are required; clearly therefore for the practice of virtue. And since the whole city has one end, it is manifest that education should be one and the same for all, and that it should be public, and not private—not as at present, when every one looks after his own children separately, and gives them separate instruction of the sort which he thinks best; the training in things which are of common interest should be the same for all. Neither must we suppose that any one of the citizens belongs to himself, for they all belong to the state, and are each of them a part of the state, and the care of each part is inseparable from the care of the whole. In this particular as in some others the Spartans are to be praised, for they take the greatest pains about their children, and make education the business of the state.

2. Some Goals of Education

That education should be regulated by law and should be an affair of state is not to be denied, but what should be the character of this public education, and how young persons should be educated, are questions which remain to be considered. As things are, there is disagreement about the subjects. For mankind are by no means agreed about the things to be taught, whether we look to virtue or the best life. Neither is it clear whether education is more concerned with intellectual or with moral virtue. The existing practice is perplexing; no one knows on what principle we should proceed -- should the useful in life, or should virtue, or should the higher knowledge, be the aim of our training; all three opinions have been entertained.

Again, about the means there is no agreement; for different persons, starting with different ideas about the nature of virtue, naturally disagree about the practice of it. There can be no doubt that children should be taught those useful things which are really necessary, but not all useful things; for occupations are divided into liberal and illiberal; and to young children should be imparted only such kinds of knowledge as will be useful to them without vulgarizing them. And any occupation, art, or science, which makes the body or soul or mind of the freeman less fit for the practice or exercise of virtue, is vulgar; wherefore we call those arts vulgar which tend to deform the body, and likewise all paid employments, for they absorb and degrade the mind.

There are also some liberal arts quite proper for a freeman to acquire, but only in a certain degree, and if he attend to them too closely, in order to attain perfection in them, the same evil effects will follow. The object also which a man sets before him makes a great difference; if he does or learns anything for his own sake or for the sake of his friends, or with a view to excellence the action will not appear illiberal; but if done for the sake of others, the very same action will be thought menial and servile. The received subjects of instruction, as I have already remarked, are partly of a liberal and partly of an illiberal character.

3. The Four Branches of Education

The customary branches of education are in number four; they are- (1) reading and writing, (2) gymnastic exercises, (3) music, to which is sometimes added (4) drawing. Of these, reading and writing and drawing are regarded as useful for the purposes of life in a variety of ways, and gymnastic exercises are thought to infuse courage. concerning music a doubt may be raised- in our own day most men cultivate it for the sake of pleasure, but originally it was included in education, because nature herself, as has been often said, requires that we should be able, not only to work well, but to use leisure well; for, as I must repeat once again, the first principle of all action is leisure. Both are required, but leisure is better than occupation and is its end; and therefore the question must be asked, what ought we to do when at leisure? Clearly we ought not to be amusing ourselves, for then amusement would be the end of life. But if this is inconceivable, and amusement is needed more amid serious occupations than at other times (for he who is hard at work has need of relaxation, and amusement gives relaxation, whereas occupation is always accompanied with exertion and effort), we should introduce amusements only at suitable times, and they should be our medicines, for the emotion which they create in the soul is a relaxation, and from the pleasure we obtain rest. But leisure of itself gives pleasure and happiness and enjoyment of life, which are experienced, not by the busy man, but by those who have leisure. For he who is occupied has in view some end which he has not attained; but happiness is an end, since all men deem it to be accompanied with pleasure and not with pain. This pleasure, however, is regarded differently by different persons, and varies according to the habit of individuals; the pleasure of the best man is the best, and springs from the noblest sources. It is clear then that there are branches of learning and education which we must study merely with a view to leisure spent in intellectual activity, and these are to be valued for their own sake; whereas those kinds of knowledge which are useful in business are to be deemed necessary, and exist for the sake of other things. And therefore our fathers admitted music into education, not on the ground either of its necessity or utility, for it is not necessary, nor indeed useful in the same manner as reading and writing, which are useful in money-making, in the management of a household, in the acquisition of knowledge and in political life, nor like drawing, useful for a more correct judgment of the works of artists, nor again like gymnastic, which gives health and strength; for neither of these is to be gained from music. There remains, then, the use of music for intellectual enjoyment in leisure; which is in fact evidently the reason of its introduction, this being one of the ways in which it is thought that a freeman should pass his leisure; as Homer says,

But he who alone should be called to the pleasant feast,

and afterwards he speaks of others whom he describes as inviting

The bard who would delight them all.

And in another place Odysseus says there is no better way of passing life than when men's hearts are merry and

The banqueters in the hall, sitting in order, hear the voice of the minstrel.

It is evident, then, that there is a sort of education in which parents should train their sons, not as being useful or necessary, but because it is liberal or noble. Whether this is of one kind only, or of more than one, and if so, what they are, and how they are to be imparted, must hereafter be determined. Thus much we are now in a position to say, that the ancients witness to us; for their opinion may be gathered from the fact that music is one of the received and traditional branches of education. Further, it is clear that children should be instructed in some useful things- for example, in reading and writing- not only for their usefulness, but also because many other sorts of knowledge are acquired through them. With a like view they may be taught drawing, not to prevent their making mistakes in their own purchases, or in order that they may not be imposed upon in the buying or selling of articles, but perhaps rather because it makes them judges of the beauty of the human form. To be always seeking after the useful does not

become free and exalted souls. Now it is clear that in education practice must be used before theory, and the body be trained before the mind; and therefore boys should be handed over to the trainer, who creates in them the roper habit of body, and to the wrestling-master, who teaches them their exercises.

4. A Balanced Approach to Education

Of those states which in our own day seem to take the greatest care of children, some aim at producing in them an athletic habit, but they only injure their forms and stunt their growth. Although the Lacedaemonians have not fallen into this mistake, yet they brutalize their children by laborious exercises which they think will make them courageous. But in truth, as we have often repeated, education should not be exclusively, or principally, directed to this end. And even if we suppose the Lacedaemonians to be right in their end, they do not attain it. For among barbarians and among animals courage is found associated, not with the greatest ferocity, but with a gentle and lion like temper. There are many races who are ready enough to kill and eat men, such as the Achaeans and Heniochi, who both live about the Black Sea; and there are other mainland tribes, as bad or worse, who all live by plunder, but have no courage. It is notorious that the Lacedaemonians themselves, while they alone were assiduous in their laborious drill, were superior to others, but now they are beaten both in war and gymnastic exercises. For their ancient superiority did not depend on their mode of training their youth, but only on the circumstance that they trained them when their only rivals did not. Hence we may infer that what is noble, not what is brutal, should have the first place; no wolf or other wild animal will face a really noble danger; such dangers are for the brave man. And parents who devote their children to gymnastics while they neglect their necessary education, in reality vulgarize them; for they make them useful to the art of statesmanship in one quality only, and even in this the argument proves them to be inferior to others. We should judge the Lacedaemonians not from what they have been, but from what they are; for now they have rivals who compete with their education; formerly they had none.

It is an admitted principle, that gymnastic exercises should be employed in education, and that for children they should be of a lighter kind, avoiding severe diet or painful toil, lest the growth of the body be impaired. The evil of excessive training in early years is strikingly proved by the example of the Olympic victors; for not more than two or three of them have gained a prize both as boys and as men; their early training and severe gymnastic exercises exhausted their constitutions. When boyhood is over, three years should be spent in other studies; the period of life which follows may then be devoted to hard exercise and strict diet. Men ought not to labor at the same time with their minds and with their bodies; for the two kinds of labor are opposed to one another; the labor of the body impedes the mind, and the labor of the mind the body.

5. Further Thoughts Concerning Music

Concerning music there are some questions which we have already raised; these we may now resume and carry further; and our remarks will serve as a prelude to this or any other discussion of the subject. It is not easy to determine the nature of music, or why any one should have a knowledge of it. Shall we say, for the sake of amusement and relaxation, like sleep or drinking, which are not good in themselves, but are pleasant, and at the same time 'care to cease,' as Euripides says? And for this end men also appoint music, and make use of all three alike- sleep, drinking, music- to which some add dancing. Or shall we argue that music conduces to virtue, on the ground that it can form our minds and habituate us to true pleasures as our bodies are made by gymnastic to be of a certain character? Or shall we say that it contributes to the enjoyment of leisure and mental cultivation, which is a third alternative? Now obviously youths are not to be instructed with a view to their amusement, for learning is no amusement, but is accompanied with pain. Neither is intellectual enjoyment suitable to boys of that age, for it is the end, and that which is imperfect cannot attain the perfect or end. But perhaps it may be said that boys learn music for the sake of the amusement which they will have when they are grown up. If so, why should they learn themselves, and not, like the Persian and Median kings, enjoy the pleasure and instruction which is derived from hearing others? (for surely persons who have made music the business and profession of their lives will be better performers than those who practice only long enough to learn). If they must learn music, on the

same principle they should learn cookery, which is absurd. And even granting that music may form the character, the objection still holds: why should we learn ourselves? Why cannot we attain true pleasure and form a correct judgment from hearing others, like the Lacedaemonians?- for they, without learning music, nevertheless can correctly judge, as they say, of good and bad melodies. Or again, if music should be used to promote cheerfulness and refined intellectual enjoyment, the objection still remains- why should we learn ourselves instead of enjoying the performances of others? We may illustrate what we are saying by our conception of the Gods; for in the poets Zeus does not himself sing or play on the lyre. Nay, we call professional performers vulgar; no freeman would play or sing unless he were intoxicated or in jest. But these matters may be left for the present.

The first question is whether music is or is not to be a part of education. Of the three things mentioned in our discussion, which does it produce?- education or amusement or intellectual enjoyment, for it may be reckoned under all three, and seems to share in the nature of all of them. Amusement is for the sake of relaxation, and relaxation is of necessity sweet, for it is the remedy of pain caused by toil; and intellectual enjoyment is universally acknowledged to contain an element not only of the noble but of the pleasant, for happiness is made up of both. All men agree that music is one of the pleasantest things, whether with or without songs; as Musaeus says:

Song to mortals of all things the sweetest.

Hence and with good reason it is introduced into social gatherings and entertainments, because it makes the hearts of men glad: so that on this ground alone we may assume that the young ought to be trained in it. For innocent pleasures are not only in harmony with the perfect end of life, but they also provide relaxation. And whereas men rarely attain the end, but often rest by the way and amuse themselves, not only with a view to a further end, but also for the pleasure's sake, it may be well at times to let them find a refreshment in music. It sometimes happens that men make amusement the end, for the end probably contains some element of pleasure, though not any ordinary or lower pleasure; but they mistake the lower for the higher, and in seeking for the one find the other, since every pleasure has a likeness to the end of action. For the end is not eligible for the sake of any future good, nor do the pleasures which we have described exist for the sake of any future good but of the past, that is to say, they are the alleviation of past toils and pains. And we may infer this to be the reason why men seek happiness from these pleasures.

But music is pursued, not only as an alleviation of past toil, but also as providing recreation. And who can say whether, having this use, it may not also have a nobler one? In addition to this common pleasure, felt and shared in by all (for the pleasure given by music is natural, and therefore adapted to all ages and characters), may it not have also some influence over the character and the soul? It must have such an influence if characters are affected by it. And that they are so affected is proved in many ways, and not least by the power which the songs of Olympus exercise; for beyond question they inspire enthusiasm, and enthusiasm is an emotion of the ethical part of the soul. Besides, when men hear imitations, even apart from the rhythms and tunes themselves, their feelings move in sympathy. Since then music is a pleasure, and virtue consists in rejoicing and loving and hating aright, there is clearly nothing which we are so much concerned to acquire and to cultivate as the power of forming right judgments, and of taking delight in good dispositions and noble actions. Rhythm and melody supply imitations of anger and gentleness, and also of courage and temperance, and of all the qualities contrary to these, and of the other qualities of character, which hardly fall short of the actual affections, as we know from our own experience, for in listening to such strains our souls undergo a change. The habit of feeling pleasure or pain at mere representations is not far removed from the same feeling about realities; for example, if any one delights in the sight of a statue for its beauty only, it necessarily follows that the sight of the original will be pleasant to him. The objects of no other sense, such as taste or touch, have any resemblance to moral qualities; in visible objects there is only a little, for there are figures which are of a moral character, but only to a slight extent, and all do not participate in the feeling about them. Again, figures and colors are not imitations, but signs, of moral habits, indications which the body gives of states of feeling. The connection of them with morals is slight, but in so far as there is any, young men should be taught to look, not at the works of Pauson, but at those of Polygnotus, or any other painter or sculptor who expresses moral ideas. On the other hand, even in mere melodies there is an imitation of character, for the musical

modes differ essentially from one another, and those who hear them are differently affected by each. Some of them make men sad and grave, like the so-called Mixolydian, others enfeeble the mind, like the relaxed modes, another, again, produces a moderate and settled temper, which appears to be the peculiar effect of the Dorian; the Phrygian inspires enthusiasm. The whole subject has been well treated by philosophical writers on this branch of education, and they confirm their arguments by facts. The same principles apply to rhythms; some have a character of rest, others of motion, and of these latter again, some have a more vulgar, others a nobler movement. Enough has been said to show that music has a power of forming the character, and should therefore be introduced into the education of the young. The study is suited to the stage of youth, for young persons will not, if they can help, endure anything which is not sweetened by pleasure, and music has a natural sweetness. There seems to be in us a sort of affinity to musical modes and rhythms, which makes some philosophers say that the soul is a tuning, others, that it possesses tuning.

6. Musical Training

And now we have to determine the question which has been already raised, whether children should be themselves taught to sing and play or not. Clearly there is a considerable difference made in the character by the actual practice of the art. It is difficult, if not impossible, for those who do not perform to be good judges of the performance of others. Besides, children should have something to do, and the rattle of Archytas, which people give to their children in order to amuse them and prevent them from breaking anything in the house, was a capital invention, for a young thing cannot be quiet. The rattle is a toy suited to the infant mind, and education is a rattle or toy for children of a larger growth. We conclude then that they should be taught music in such a way as to become not only critics but performers.

The question what is or is not suitable for different ages may be easily answered; nor is there any difficulty in meeting the objection of those who say that the study of music is vulgar. We reply (1) in the first place, that they who are to be judges must also be performers, and that they should begin to practice early, although when they are older they may be spared the execution; they must have learned to appreciate what is good and to delight in it, thanks to the knowledge which they acquired in their youth. As to (2) the vulgarizing effect which music is supposed to exercise, this is a question which we shall have no difficulty in determining, when we have considered to what extent freemen who are being trained to political virtue should pursue the art, what melodies and what rhythms they should be allowed to use, and what instruments should be employed in teaching them to play; for even the instrument makes a difference. The answer to the objection turns upon these distinctions; for it is quite possible that certain methods of teaching and learning music do really have a degrading effect. It is evident then that the learning of music ought not to impede the business of riper years, or to degrade the body or render it unfit for civil or military training, whether for bodily exercises at the time or for later studies.

The right measure will be attained if students of music stop short of the arts which are practiced in professional contests, and do not seek to acquire those fantastic marvels of execution which are now the fashion in such contests, and from these have passed into education. Let the young practice even such music as we have prescribed, only until they are able to feel delight in noble melodies and rhythms, and not merely in that common part of music in which every slave or child and even some animals find pleasure.

From these principles we may also infer what instruments should be used. The flute, or any other instrument which requires great skill, as for example the harp, ought not to be admitted into education, but only such as will make intelligent students of music or of the other parts of education. Besides, the flute is not an instrument which is expressive of moral character; it is too exciting. The proper time for using it is when the performance aims not at instruction, but at the relief of the passions. And there is a further objection; the impediment which the flute presents to the use of the voice detracts from its educational value. The ancients therefore were right in forbidding the flute to youths and freemen, although they had once allowed it. For when their wealth gave them a greater inclination to leisure, and they had loftier notions of excellence, being also elated with their success, both before and after the Persian War, with more zeal than discernment they pursued every kind of knowledge, and so they introduced the flute into education. At Lacedaemon there was a choragus who led the chorus with a flute, and at Athens the instrument became so popular that most freemen could play upon it. The popularity is shown by the tablet

which Thrasippus dedicated when he furnished the chorus to Ecphantides. Later experience enabled men to judge what was or was not really conducive to virtue, and they rejected both the flute and several other old-fashioned instruments, such as the Lydian harp, the many-stringed lyre, the 'heptagon,' 'triangle,' 'sambuca,' the like- which are intended only to give pleasure to the hearer, and require extraordinary skill of hand. There is a meaning also in the myth of the ancients, which tells how Athene invented the flute and then threw it away. It was not a bad idea of theirs, that the Goddess disliked the instrument because it made the face ugly; but with still more reason may we say that she rejected it because the acquirement of flute-playing contributes nothing to the mind, since to Athene we ascribe both knowledge and art.

Thus then we reject the professional instruments and also the professional mode of education in music (and by professional we mean that which is adopted in contests), for in this the performer practices the art, not for the sake of his own improvement, but in order to give pleasure, and that of a vulgar sort, to his hearers. For this reason the execution of such music is not the part of a freeman but of a paid performer, and the result is that the performers are vulgarized, for the end at which they aim is bad. The vulgarity of the spectator tends to lower the character of the music and therefore of the performers; they look to him- he makes them what they are, and fashions even their bodies by the movements which he expects them to exhibit.

Aristotle. *Politics*. Trans. Benjamin Jowett, 1885.

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