

In order to build up discipline on a sure foundation it is necessary to foster the spirit of self-respect and self-control in each individual, to stimulate interest, and to produce mutual trust and confidence between officers, petty officers, and men.

From the date of their first entry, officers and men should be taught to think first of their ship and afterwards of themselves; *esprit de corps* is absolutely essential. Self-control and general control are also necessary attributes. These qualities can, however, only be developed under conditions of ship life which are as favourable as possible.

Discipline by control, as opposed to discipline by restraint, is that aimed at as being suited to the times, the national temperament, and the advancement in education.

4. *Remarks on "Control."*—Discipline in H.M. ships is chiefly dependent on the quality of the officers, and mostly that of the Captain and Executive Officer. The standard of discipline in any ship varies as a rule with the qualities of these two officers.

This should not be so to the extent to which it is at present. The junior officers and petty officers usually take their cue from the Executive Officer, instead of having a standard of their own *taught from their first entry into the service*. If the Executive Officer disregards an obvious breach of discipline or slackness, those junior to him do the like. If, as is sometimes the case, he corrects the man himself, the man is prone to think his own immediate superior is a nonentity. In most cases it would have been better for the Executive Officer to have corrected the officer or petty officer in charge. The officer or petty officer should be supported in his lawful duty; he should always be corrected if he commits himself, but never, if it can be avoided, publicly before his subordinates.

Discipline, which is control, should start from the bottom, receiving *constant support* from above.

For a senior officer to correct a man for a trivial offence is to lower himself in the eyes of that man; not so, however, for the officer or petty officer in immediate charge—it is his business to do so.

Nothing irritates officers or petty officers more than a senior officer reprimanding or interfering with men working under their immediate command; it takes the control out of their hands which it is essential for them to have. The excuse which most officers would give for doing this is that it is generally quicker (which it is, but nevertheless wrong), or that the officers or petty officers do not know how to do it themselves: it is the duty of the Executive Officer to teach them if they do not know what to do under such circumstances, otherwise he is living on the capital of the service.

It should always be remembered that the best officers are those who possess powers of observation, and, having those powers, *know how to use them*. It is the smart, quick, and, if possible, cheery voice that gets the work well done. Nothing is too trifling to take notice of; for although a small thing may signify but little in itself, it is the accumulation of such, when left unchecked, that goes so quickly to show the want of supervision which spells a slack ship.

D.—Notes on Discipline.

Discipline is a subject on which idealists and theorists are fond of writing. It is a subject which throughout all time has presented the greatest difficulties.

At first sight it would appear obvious that the opinions on the subject which should be given most consideration should be those of men who have been able to obtain a high standard of discipline amongst those serving under them. This view is perfectly correct *if due allowance is made for the personalities* of the different successful disciplinarians whose views are quoted. It is the difference in their personalities which explains the difference in the methods by which they have each obtained good discipline amongst men of similar temperament and characteristics.

History and literature furnish many instances of men who have made their mark in virtue of a striking personality—whose reputation rests not on any visible tokens, not on kingdoms conquered, institutions founded, books written, or inventions perfected, or anything else that they did, but mainly on what they were. Their merely having passed along a course on earth, and lived and talked and acted with others, has left lasting effects on mankind.

Discipline is defined in the dictionary as being—Education, development of the faculties by instruction and exercise. Training, whether physical, mental, or moral. Training to act in accordance with established rules; accustoming to systematic and regular action; drill. "The most perfect, who have their passions in the best discipline, are yet obliged to be constantly on their guard" (Rogers). "The subject-matter of instruction; a course of study; a branch of knowledge" (Bishop Wilkins).

Amongst many of those who have not closely examined the question there is a disposition to look on discipline as the definition of a treatment of one's subordinates in a manner combining severity with unkindness; in fact, they consider that a disciplinarian is another name for a bully. Many such people, in preaching a doctrine against discipline, proclaim that all men are equal, and that it is contrary to the dignity of a man to belong to a disciplined force.

This teaching does a great deal of harm amongst the uninformed even in ordinary times, and during the present period of very natural reaction since the signing of the Armistice is very materially preventing the peoples of the world from recovering a condition of mental and moral stability.

The great fact which they lose sight of is that in a well-disciplined force the officers as well as the men are disciplined—that is to say, *each officer and man has conquered himself*, and is therefore in a fit condition to subordinate his own wishes and desires in carrying out the orders given to him, which, as he knows, are meant to forward the cause for which they stand.

The brutal and unchristian methods of the Prussians, which they were pleased to describe under the heading of *discipline*, are known in England under the names *bullying, unkindness, brutality*.

In this connection the notes on discipline in the attached enclosure should be read.