

preconceived plans and ideas. If this is true with those maintaining standing armies, how much more forcibly must it come home to us, relying as we do on our citizen soldiery in moments of urgent need.

It should be a national pride, as it certainly is a national insurance, to foster such a spirit among our community. On the other hand, history presents to us a forcible lesson in the fate of those whose supineness and indifference have led to their decline and even extinction.

It may here be interesting to review the military instructional system of Canada and the relation thereto of the R.M.C.

As a primary course for those already in the force, there are the permanent corps established for schools of instruction in regimental details, and acting as patterns of a more finished training. The average time of instruction here is only three months, familiarly known as the "Short Course," rendering it impossible for men to acquire more than an elementary knowledge in such a limited period of attendance.

Then, as a continued line of study, there is provided the "Long Course," lasting for six months. Its earlier stages comprise an advanced course at these military schools of the different arms, and include a special three months' attendance at the R.M.C., where the superior advantages afforded are made available and its usefulness and educational facilities presented immediately to the commissioned ranks.

It is, however, in the early education carried on in the college that its great service is apparent, the design being to meet the requirements of the country in providing instruction in excess of the regimental detail of the "Short" and "Long" courses, and to form a reserve of men fitted to rapidly fill the positions which they may at any time be called upon to assume. Only by such early education

can they appreciate and with advantage render the services expected of them by the nation.

All vacancies in the military schools of the different arms, consequent upon promotion and other causes, should in the future be filled by the graduates of the R.M.C., as naturally it must furnish more promising officers and instructors than are available from any other source in Canada. How can this be otherwise when outside the R.M.C. the opportunities are very few, if not entirely wanting, for officers to acquire a knowledge and proficiency in subjects so essential to military training as fortification, both field and permanent, and bridging. There are also the branches of telegraphy, military law and administration, principles of the manufacture of material, the nature and use of explosives, and the application of electricity,—all vital, if we wish to advance with the present times. Without a knowledge of all these, an officer must be greatly handicapped when he finds himself in the position of an instructor. Combined with all is the excellent education afforded in French, English and mathematics; and last, though not least, a properly conducted and supervised physical training. We have already had proof of the value of the college in services rendered by some of its graduates in England, Africa and Asia, and on its own staff. During the N.W. rebellion of 1885, thirty-three R.M. College graduates were employed, including seven on the staff in the field. Can it be doubted, then, for a moment, that, if exigencies demanded, such services would not be rendered at home. The college has been fortunate in having had since its start, in 1876, the services of an efficient staff, who by their ability and example have done much to assure the success achieved. It is directly to the high standard of training and disciplinary spirit of the R.M.C. that its young men may ascribe their honors won.