

age when the school is expected to do something more than lay a foundation of sound character and trained intelligence; we are required wherever possible to consider the special equipment demanded for the various pursuits of life, and to do what in us lies to prepare our pupils to meet these specific demands. If the future man is to be a physician, then he must know his Latin and his chemistry; if he is to be an engineer, he must, even at school, pay special heed to mathematics. All are to become citizens and patriots; hence all should know something of the nation's history and the nation's laws. At times this plea is carried to ridiculous excesses. Thus Mr. Chaplin, in the House of Commons Petroleum Committee, gravely suggested that lessons should be imparted in the management of oil lamps, in order to reduce the number of accidents! Hence we teachers have had at times to protest against this demand for "equipment," and plead, in the name of the child, the claims of liberal education.

But the demand, so far as it goes, is sound, and even the most reactionary teachers admit its validity to some extent. Let us, then, consider whether the calling of the soldier may be at all assisted by any special training or teaching of boys during the years of school.

We notice at once that there may be some difference of opinion as to what constitutes the military calling. In this country we have grown up, during three generations, to regard soldiering as a distinct profession, quite apart from civil life; it is true we pay for it, and our statesmen (save the mark!) control it; but we have looked upon the soldier's life as something quite remote from the duty of the common citizen. Nay, further, some earnest Christ-

ians regard the idea of military service with detestation; they consider that the life is only fit for men of low type, who are unworthy of pursuing peaceful avocations. And yet we all pay taxes to equip the soldier; we are citizens of a free country and must share the guilt, if guilt it be, of every shot and every shell that is fired from a British gun.

Among other lessons from the Transvaal, we are surely learning not only a better sentiment of respect and sympathy for the military life, but we are learning something more than this, something which may vitally affect the future of millions of English youth—we realize that the whole nation capable of bearing arms may be called upon to serve the Sovereign in the field. Let us, in this point at least, pay a generous tribute to our Boer enemy. Their attack, we believe, is unjustified; their enmity and quarrel due to ignorance and the ambition of their leaders; but who can fail to be impressed by the spectacle of a nation of farmers, fighting, young and old, to the last man? And who can fail to point the moral to our own case, and ask how long it may be before we also may be required to offer our tens of thousands of civilians for the rescue of an empire in peril? Among free nations, soldiering never has been, and never can be for very long, merely the pursuit of a separate profession. It becomes, in the last resort, a duty, an office to be fulfilled, if need be, by every citizen, as much as the duty of voting and of paying taxes. Hence the problem before us is a double one. We have to inquire (i.) what the school can do by way of preparation for the soldier's career, regarded as a calling in life for the officers and men of our permanent army; (ii.) whether the school can do aught