

present happily averted; but who shall say for how long? It is to be hoped that if the danger which then threatened us should hereafter actually come upon us, we may not be found as hopelessly unprepared to meet it as we then were. And assuredly, we shall not be unprepared for such an emergency, if we shall have previously established military drill as part of the ordinary instruction given in all our public schools.

It has been wisely said by one of our ablest statesmen, referring to the recent threatened difficulties with our neighbours: "That it is the first point of patriotism with us to create an enthusiastic attachment among all orders of men for our Constitution." If this be the first point of patriotism, I should say that the second is to give all orders of men in our State the skill and ability necessary to enable them to stand forth confidently in the hour of danger in defence of their altars and their homes.

It is to be remembered, too, that within the last few years the position of Canada, both as regards the Mother Country and the States, is entirely changed. To England we had been in the habit of looking with confidence for protection from every danger, and from the States we thought there was no danger to be apprehended. Now, on the contrary, we have received warning from England that we must take measures to protect ourselves, and, at the same time, we have received warning from our neighbors that we need to do so. It is this peculiar crisis in our colonial history which gives to the question of our national defences such paramount interest at the present moment. In the energy and zeal with which, on the recent occasion to which we have referred, men of all ranks, from one end of the Province to the other, responded to the call to enrol themselves for the defence of the country, we have an earnest and a proof of the spirit which animates the people. It will be the wisdom of our statesmen to foster and encourage the spirit of patriotism, and to turn it to the best account.

*What our Neighbours are doing.*—Our neighbours across the lines have not been slow to perceive that the best way of promoting the growth of patriotism and a love of military life among their citizens is by following out the Chadwick system, and making military drill part of the ordinary business of their schools. The system has in fact been in practical operation for the last two or three years in many schools and colleges in the Union. The Governors of the States of New York and Massachusetts have, in their addresses to the State Legislatures, called attention to the subject as one of momentous importance. Educational reformers have advocated it, and measures have been introduced (if they have not been actually passed) into the Legislatures of certain States, to make military drill compulsory on all boys above ten years of age attending the schools which receive aid from the public purse. "*Fas est et ab hoste doceri.*" We have learned from our neighbors many a lesson, which had far better been left unlearned; let us learn from them, in this at least, one good and useful lesson. A senator in Massachusetts lately, giving his views on the importance of military studies in colleges, says: "Let the drill be regular and compulsory, taking the place of the very irregular and inefficient physical exercise now in vogue, and our colleges would be vastly improved in their educational form, and the commonwealth would in a short time have a numerous body of intelligent men, well skilled in the military science and art, who will become teachers in our lower grades of schools, and be competent, when the alarm is sounded, to lead our citizen soldiers in the field."

*What is doing in the Canadian Schools.*—In view then of the present crisis of our national history, it is satisfactory to know that in Canada some steps are being taken towards "putting our house in order." In both sections of the Province the able Superintendents of Education have, of their own accord, established military drill in a large number of the grammar and common schools throughout the country. In the *Journal of Education* for Upper Canada, many admirable articles on the subject of military drill in schools have from time to time been published. The Chief Superintendent of Education in Upper Canada, informs me, that eighteen grammar schools reported military drill as part of their course of training in 1863, and he also states, what is perhaps even more important, that during the last six months of 1863, the students in the Normal School have formed themselves into a drill association, which he adds will doubtless contribute much to the general introduction of military drill into the Common Schools of Upper Canada.

In connection with the movement may be mentioned the encouraging fact, that the companies which have been formed in the schools and colleges, both in Upper and Lower Canada, are amongst the most proficient in the Province, and that they have received high encomiums on several occasions from the military officers who have inspected them. This is, indeed, only what might have been anticipated. Colonel Wily, of the Adjutant General's Department (himself an experienced soldier), on whose authority the preceding statement

is made, has long earnestly advocated the introduction of military drill into schools, and he cites, as a proof of the practical results of the system, the admitted superiority of the militia of the Channel Islands, particularly of the Island of Jersey, of which he is a native.

Drilling and volunteering have, for the last two years, been the order of the day in Canada, and most men under fifty and some over that age have been initiated in the "goose-step," and learned the mysteries of "forming fours." If from our drill experience we have learned nothing more, we must have at least learned this lesson: that soldiers are not made in a day, and that to expect to make an efficient militia by drilling men, taken from the plough or from the workshop, for three or four weeks in the year, is simply absurd.

An English statesman once designated the militia as *depositories of panic*. And the great Dryden describes the militia of his day in far from flattering terms, as

"Mouths without arms, maintained at vast expense,  
In peace a charge, in war a weak defence."

If we desire to have in Canada a militia the opposite of this; a militia which will cost us little; one of which we may feel proud in peace and upon which we may rely with confidence in time of war; a militia in a word which will recall the memories, and be ready to repeat the deeds of our ancestors in 1812; we must see that our sons, while at school, learn thoroughly their military drill. There let us instruct them in the first rudiments of the arts of war as well as peace. There let us teach them to regard it as their pride as well as their duty to be *ready, aye ready*, to stand forth, when the need comes, to do or die for their country. There let us imbue them with that high and noble patriotism, that spirit of intelligence and self-reliance which, aided by physical health and strength, will make them good men, good citizens, and good soldiers, the ornament at once, and best defence of their country.

## MONTHLY SUMMARY.

### EDUCATIONAL INTELLIGENCE.

— *Apropos* of the agitation for University Extension at Oxford, of which we have lately heard so much, the *London Review* of the 22nd September publishes, "from the researches of a local archaeologist," the subjoined table of the numbers of Students at Oxford at different periods of the history of the University:—

A.D. 1209.	The total number of Masters and Scholars.....	3,000
" 1231.	Increased to.....	30,000
" 1263.	Reduced from various causes to.....	15,000
" 1359.	At the time of the Plague.....	3,750
" 1360.	On the return of the Students after the Plague....	6,000
" 1631.	According to a census in the Long Vacation.....	2,920
" 1831.	Residents in Colleges and Halls only.....	1,634
" 1837.	Total number on the books.....	5,229

*Educational Times.*

— We learn from the *American Educational Monthly* for September, that a Bill for the establishment of a "Department of Education" has passed the House of Representatives at Washington. The preamble of the Bill declares the Department to be established "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and territories, and of diffusing such information respecting the organisation and management of schools, the school system, and methods of teaching, as shall aid the people of the United States in the establishment of different school systems, and otherwise promote the cause of education throughout the country." The management of the Department is to be entrusted to a "Commissioner of Education," whose duty it shall be to present annually to Congress a report, embodying the results of his investigations and labours, together with a statement of such facts and recommendations "as will in his judgment subserve the purpose for which the Department is established."—*ib.*

— At the recent distribution of prizes to the pupils and students of the Communal Schools of the Eleventh Arrondissement of Paris, M. Charles Robert, Secretary-General of the Ministry of Public Instruction, dwelt with natural pride on what has been done during the past twelve months in that country for the instruction of adults. It was difficult, he said, to imagine the trouble and sacrifices which had been required to establish 25,000 adult classes in the Communal Schools of France. The results were given by M. Robert as follows.—"From November, 1865, to March, 1866, 30,000 teachers, male and female, taught 25,000 classes of adults, containing a total of 600,000 students; 250,000 illiterate persons were taught to read, write or cypher. Of the whole number of students, 117,000 paid in all a sum of 415,000 francs for their instruction; 15,000 teachers gave their services gratuitously; and 4000 others subscribed 91,000 francs towards the expenses. The Communes of France gave 650,000 francs