

schools. Nelson's battle-cry is part of the college-motto, and the key-note of the college system. A cadet knows he must perform his duty under all circumstances; and if, at any time, he undertakes a skirmish in forbidden lines, he does so at the cannon's mouth, with the certainty of being mentioned in the despatches of the orderly room, and probably receiving the distinguishing title of C.B.*

I have known genuine students in the college, but they are such by natural temperament, not as a result of the college methods. Men of action are more likely to come from its corridors than men of thought—men of practice rather than men of theory. Independence, fearlessness, decision—these are the qualities developed. Regularity, punctuality, industry and application these are the habits acquired.

In carrying out its aims, the system of residence, by which all cadets are under one roof, cannot be too highly valued. It is the true idea of a COLLEGE, as the *alma mater* presiding over the life of her family during recreation as well as in the hours of study. As the cap and gown to the university man, so the tunic to the cadet is an outward and visible sign of his birth into the college family; and it is a noteworthy fact that while the gownsman is seldom or never seen with his badge, the red-coat readily reveals the favorite resorts of the cadet and his comrades.

To make the family idea more complete, some things are needed. If it were not for the state of religious and political partisanship, one might be tempted to put down as the first a regular chaplain and a daily chapel service. But, leaving that out for obvious reasons, a second may be readily found in the need of a larger number of residences for professors within the college grounds.

This would greatly aid the friendly

social relations which at present exist between professors and cadets, and influence for good the habits of the latter.

Another need is a larger library and reading room. The library at present has about 3,000 volumes, and there are two reading rooms. But the library room is too small, and the reading rooms are practically the only inside places of recreation, alike for noisy and reading cadets. One large, well-lighted library and reading room combined would be a great boon both to cadet and professor.

In the arrangement of work much may be said in favor of the R.M.C. A university student is required to attend only a certain proportion of the lectures in each subject, and may in some instances present himself for examination without being on the lecture roll at all. At the R.M.C. a professor is always sure of his constituency. The various classes are paraded before each attendance, and all must be present unless specially excused.

On the other hand, it must be said for the university that the men who do attend lectures are generally studious and eager to learn.

Again, a professor at the R.M.C. is not hampered by a constantly varying set of regulations, framed, from year to year, by experimenting pedagogues and argus-eyed politicians.

He has sufficient time in every attendance to thoroughly explain his subject and oversee the work of the cadets in studying it.

There are no outside examiners. The professor, therefore, has a reasonable amount of certainty in expecting his class to devote their attention to those matters on which he has himself laid stress. They are working to acquire knowledge of a subject as interpreted by him, and not simply to gain sufficient smartness to pass an examination. He feels that the lines he has marked out will not be deserted in order to practise the whims and

*C.B.—Confinement to barracks.