

As a special reward, a few commissions are given away every year in the British army and Colonial forces. but to gain these, the cadet must be proficient in all the subjects taught. It was never contemplated that all graduates would adopt a purely military career, but that in course of time such a leaven of specially instructed men would be spread over the community that their services would be of incalculable value in case of need. With this object in view, and also providing amply for such as desire to follow a purely civil occupation, the curriculum embraces such studies in its higher branches as civil engineering, architecture, drawing, painting, physics, chemistry, and topographical surveying. Nor are electrical engineering, meteorology, astronomy, geology and other applied sciences omitted. Therefore, while a student is, during his four years' residence in college, subject to military discipline and drill, his studies can be so ordered, and such branches taken up, as may assist in the profession he desires to ultimately follow.

All graduates, beyond the few granted special commissions in the British or Colonial forces, are gazetted as officers in the Canadian Militia, and expected to identify themselves with the force as it now exists.

As the Canadian force is purely militia, and has so far been entirely drawn by voluntary enlistments from the civil part of the community, it cannot fail to be self-evident that the training provided by the R.M.C. must tend to its greater efficiency. The effect is the dissemination of military knowledge, a more marked improvement in the status of the corps in which the graduates are employed, and a general condition of self-reliance only imparted by military education.

The present enrolled active militia force of the country is about 1-13 of that which would be required in the event of Canada being called to arms. Consider, then, the rôle expected of

those who have had the advantage of receiving their education at this national college. Any demand must be sudden, and will necessitate an immediate call for all educated and trained officers.

There would be the battalion organization, the mobilization and concentration of the levied troops, the drill and issue of arms and supplies, the distribution and supply of ammunition, requiring more skilled instruction than is available to the average officer. Then, as still further requirements, there would be the knowledge of strategy and applied tactics, of military sketching and reconnaissance, of railway construction and management, of heliographic and other forms of signalling, of telegraphy, and of the selection of military positions and the placing of them in a state of defence conformable to the general plans of the commander-in-chief.

Every year adds steadily to the number of those thus qualified who have passed out of the R.M.C., and, although not always in active employment, they would be available in a wondrous degree when called upon to act. In this it is that the true work of the college, as yet in its infancy, consists; to mature the work, the energies of the Government should be put forth and the sympathy of the people at large enlisted.

The sources from which an adequate supply of trained officers are available are so small that the greater must be the dependence placed on the instruction afforded by the R.M.C. It is the only educational establishment in the country where any such work is touched upon and early training provided to fit men to usefully take their places in a military organization suddenly formed for the defence of the country.

It requires but a very cursory study of the history of the older world to appreciate the advantages accruing to a nation whose early systematic military training has been carried out with