

these difficult branches of the service, for they seem to require complete and life long devotion both to the science and to the art of warfare in order to achieve success.

But, however this may be, we have to regard the cadet corps simply as a foundation for more advanced training in later years; and, from this point of view, ought we not rather to aim at introducing the cadet to several branches of military duty, especially to those which make a demand upon his intelligence as well as upon his power of mechanical obedience?

A schoolboy of good education cannot be trained exactly like a recruit for the army, and it is surely possible to modify his course of training so as to give play to his intellectual powers. For example, I notice that an artillery officer at Southampton has recently been working with a body of teachers* in military "reconnaissance," and, from the printed record of their proceedings, I should infer that this work—based partly on mathematics, partly on geography—would be a most admirable occupation for schoolboys, and might be taken as an excellent substitute for the futile studies which we sometimes undertake, under the name of geography, for public examinations. Now, if some interest of this kind be added on to (i.) elementary drill, (ii.) trench work with the spade, (iii.) rifle practice (particularly, by-the-bye, in the hope of discovering and noting those who are really good shots), you have made a fair start.

In some schools I think it might be possible to add another accomplishment—the art of riding. Some twenty or thirty lessons would be sufficient to enable a boy to keep his seat on a horse, and, like swimming

* "The Southampton Geographical Society Report" for 1899.

and skating, it is an art that is never forgotten when once it has been properly learnt. No doubt, if a boy in later life needed to serve in the Yeomanry or Mounted Infantry, he would need to become far more proficient in horsemanship, but with boys a start and a new interest are much; we can certainly prophesy that a cadet corps would be much more popular with the cadets if every boy in his turn were given a chance of going out to a country farm to learn how to sit on horseback. It may well be that I am suggesting far more than can be attempted in the time, but I am assuming that it will pay better to give the boys an introduction to several forms of exercise than to aim at special proficiency in only one or two; and I am taking it for granted that the work done at school is only a foundation for more advanced efforts during the succeeding years when the cadet has become a Volunteer. In these matters I have compared the methods described in the regulations for cadets in the Swiss schools,—thanks to papers supplied by the courtesy of the Director of Inquiries and Reports (Education Department),—and I have asked the opinion of gentlemen connected with the Volunteer movement. It is, of course, a matter for Army experts to decide what it will be most useful, from the military standpoint, for boys to learn; but it is for us, speaking from our knowledge of boys' powers and ways, to point out the directions in which success is most likely to be attained.

Before leaving this topic, might I urge in all seriousness, that the pursuit of these military subjects should be recognized by examining boards who issue leaving certificates to our pupils? These boards recognize arts like music, drawing and carpentry; why should they not give