

**THE WORLD OWES ME A LIVING.**

It owes you nothing; you're in debt;  
 'Tis well if soon you learn it,  
 For the world owes none a living  
 Until they fairly earn it.

To think, to act full well apart  
 In life's great work before us,  
 Is a duty; none are exempt—  
 'Tis thus the world may owe us.

Your being is for some wise end;  
 Don't compromise your manhood  
 By courting ease and idleness,  
 Or reviling what is good.

Be a man! pursue the calling  
 That affords most happiness;  
 Spare no effort that is worthy,  
 To acquire a competence.

Free yourself from obligation.  
 As a servile attendant,  
 To the world's despotic bidding;  
 Be free, yea, independent.

Cease your moping, fretting, whining.  
 Life means something more to you;  
 Turn your hands to useful labor,  
 Do the best that you can do.

Active be, seek out employment,  
 Prove yourself a worker true;  
 Go earn a living, ere you claim,  
 The world's a debtor unto you.

**REPORT ON THE MILITARY ACADEMY  
AT WEST POINT, U.S.**

(BY LIEUT.-COL. FLETCHER.)

(Continued from page 288.)

In an address recently delivered to the cadets, by General Sherman, he carefully points out that highly instructed as they may be, it is only by the experience of actual military life that they can learn the duties of officers; to quote his own words:—

"The only schools where war and its kindred sciences can be properly learned are in the camp, in the field, on the plains, in the mountains, or at the regular forts where the army is. You must understand men, without which your past knowledge were in vain. You must come into absolute contact with soldiers, partake of their food and labours, share their vicissitudes, study their habits, impress yourself on them, and be impressed by them, until they realize that you not only possess more book knowledge than they, but that you equal, if not surpass them, in all the qualities of manhood, in riding, in swimming, in enduring the march and bivouac, in the sagacity of all the woodman and hunter; and what is most important of all, you must acquire that great secret of human control by which masses of men are led to deeds of infinite courage and heroism."

"Do not understand me as undervaluing education in any form, especially in the manner pursued here, or that which results from a careful study of history and precedents; but that I attach equal importance to, that practical knowledge that can only be acquired by actual contact with men in camp, on the picket line, and on the march, as also in the administration of affairs by which an army is enlisted, organized, clothed, equipped, fed, paid, and handled in battle."

These are the opinions derived from the experience of one of the ablest of the United States officers, himself a graduate of West Point; and they seem to show that although the Academy is one of the most successful, if not the most successful of the military colleges established by any nation, it still requires to be supplemented by actual contact with the realities of the military profession, before officers capable of leading men can be formed.

Consequently the deductions from a review of the history and system of West

Point appear to be that a practical people whose existence commenced in war, acknowledged at the outset of its nationality, that military education was necessary for its officers, that the education was best given at a military college, and that it was of essential importance that an intimate connection should be preserved between the Academy which fed the army, and the army which in turn provided it with instructors, and imbued it with its spirit.

In fact, to obtain educated officers, a Military Academy was requisite, and to render the discipline and instruction of the Academy practical and efficient, a career which would call into action the qualities thereby obtained, was essential to give life and reality to its system of education.

If these deductions from an examination into the history and working of the Military Academy at West Point be accepted as correct, it remains to be seen whether a similar institution would prove of service to Canada, and if so, in what manner the objects aimed at can best be attained. There is considerable analogy between the defensive force now organized in Canada, and the troops raised by the Union of the several States during the revolutionary war. The men are of much the same class, and if called out for service would show a similar spirit and equal capacity; but these men require at least a leaven of officers who have been educated professionally, and have received a training superior to what is within the reach of those who have given their service to the militia. Therefore, unless Canada rely on the Imperial army for educated officers, she must be prepared to organize a system of professional training, and should she with this object in view determine on the establishment of a military academy somewhat on the model of West Point, she would find but little difficulty in adapting the means at her disposal to the purpose required. Able men as professors and instructors could be obtained either from Canada or from the Imperial army, where the staff college not only educates officers for such positions, but preserves a record of their several capacities. Students would probably offer themselves, if sufficient inducements be held out, whilst a site combining many of the advantages of West Point could readily be secured. To initiate a military academy care and a certain expenditure of money are alone necessary, but to render it really efficient, and to imbue it with a spirit which animates the otherwise dry bones of West Point training, a career must be open to the students, and some means found of continuing the education received at the academy, so that the knowledge acquired from books may be supplemented by contact with military life. In fact, regimental training should follow scholastic education and discipline, whilst in the future should be seen the prospect of honorable employment connected with the profession of arms.

It will be asked how are these conditions to be fulfilled? The reply is not difficult. Gradually, in Canada, permanent military institutions will grow with the growth of the country. The schools of gunnery require officers, the force in the West, call it military or call it police, requires officers. For the Militia a trained staff, under the names of Deputy Adjutant Generals, and Brigade Majors is necessary, whilst to keep in repair and to preserve from decay the fortifications, some of which embody the most modern improvements and which were erected after careful consideration of the Military condition of the Dominion, a

force of engineers (small it may be) whose services also could be utilized in other ways for the public benefit is clearly requisite. These are merely indications of careers which may be open to the successful graduates of a Canadian Military College. Others will doubtless suggest themselves to those who know the country and can appreciate its wants. The prizes will be worth contending for, and the selection of the arm of the service would, as at West Point, be the reward of excellence in discipline and in study. But to make officers, training beyond that of an Academy is necessary, and two years of active employment with some regular troops does not appear to be too long for such a purpose. In Canada, the Schools of Gunnery at Quebec and Kingston, and the Garrison of Halifax, would afford means of giving the cadets, were they temporarily attached to them, an insight into military life, and would bring them into contact with soldiers. The former (of which by the way Canada has reason to feel proud) might, if slightly enlarged, furnish instruction in garrison and field artillery, and in some at least of the practical details of military engineering, whilst a knowledge of discipline and of the management of men would gradually be inculcated into the cadets by the performance of the routine of daily duty. The same would apply in even perhaps a greater degree to Halifax, where two infantry regiments of Imperial troops are stationed, as well as detachments of artillery and engineers, and where a garrison instructor is specially charged with the education of the younger officers. If, however, the difficulties in regard to expense could be overcome, there is little doubt but that England possesses advantages for the completion of military training, which cannot be found within the Dominion. Possibly these advantages could be afforded to a few of the cadets, who, during their academic course might evince a special aptitude for a military career. If so, Chatham for the Engineers, Woolwich and Shoeburyness for the Artillery, and Aldershot and Hythe for Cavalry and Infantry might, there is little doubt, be open to Canadian officers, who would thus be brought into contact with the most recent developments of military thought, and would by association with European officers, extend their views beyond what is impossible to men whose military education is acquired solely on this side of the Atlantic. If such a course be pursued, and if the qualification for entry into the Canadian College be somewhat higher than is necessary for West Point, the time at the Academy might be shortened, and the whole education, including the regimental training, be completed in five years; i. e. at 22 years of age capable officers would be available for their country's service. Again,—the college which would probably be situated near one of the Schools of Gunnery,—might serve like West Point, as a means of renewing in the able officers their professional education, by retaining some of them for limited periods as professors and instructors. This idea might even be extended, by making the Academy the centre so to speak of the defensive force, where its records, its traditions, and its efforts for improvement would be preserved and encouraged.

It may be objected that there would be a risk lest the young officers after receiving their education should embrace some other career, and deprive the country of their military services. The best reply is, let the career afford them sufficient advantages to