

ledge that the officers it has trained were not only fully competent for the performance of their duties, but proved on an emergency that they were qualified to undertake responsibilities beyond what could have been reasonably expected from them.

Colonel Fletcher next addressed himself to a consideration of the question—Does Canada need such an institution, and could she provide the conditions necessary for its success? He has shown the similarity in the circumstances of both countries, and has, it must be admitted, reason, or the probabilities, on his side, in offering the following reflections and suggestions as the conclusion of his pamphlet, which has come in good time, and is calculated to prove useful to the authorities charged with the duty of founding a Canadian Military Academy:—

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, while 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 the spirit which animates the otherwise dry bone 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 honourable 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; while, to keep in repair, and to preserve from decay the fortifications, some of which embody the most modern improvements, and were erected after careful consideration of the military condition of the Dominion, a force of Engineers (small it may be) whose services could also 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 too long for such a purpose. In Canada, the Schools of Gunnery at Quebec and Kingston, and the garrison at Halifax, would afford means of giving the cadets, were they to be 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 some, at least, of the practical details of military engineering, whilst a knowledge of discipline and of the management of men would be gradually 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 possible to men whose military education is acquired solely on this side of the Atlantic. If such a course be pursued, and the qualification for the 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 twenty-two 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 abler 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 induce them to embrace it. If the service be honourable, there is precedent enough to show that it will be preferred by young officers to a more lucrative employment; but a guarantee might, if thought advisable, be exacted, that at least five years, irrespective of the time passed in their education, should be given to the State. Judging, however, from the example of other armies, slowness of promotion is more to be feared than failure to embrace a military career after a military education.—*Ottawa Times.*

#### OTTAWA NORMAL SCHOOL.

It will, doubtless, be pleasing to our readers to hear what steps are being taken towards the erection of the proposed new Normal School, and as to the character of the building about to be constructed. The following extract from the report of the Commissioner of Public Works of Ontario, will therefore be read with some degree of interest:—

NORMAL SCHOOL, OTTAWA.—“According to your instructions, and for reasons given in reference to the Inebriate Asylum plans, the services of Mr. W. R. Strickland, Architect, Toronto, were secured, and after due consultation with the Deputy Superintendent of Education, and other officers of the Normal School, Toronto, two sets of plans were prepared and submitted for competition, after due advertisement; but, as in the case of the Inebriate Asylum, the tenders were much higher than the appropriation for buildings, viz., \$80,000, and after submitting the question to the Superintendent of Education, he advised that the plans should be referred to the decision of Dr. Sangster, formerly Head Master of the Normal School, Toronto, who made a very full report on the same, and therefore a third set of plans were drawn by Mr. Strickland, under the directions of Dr. Sangster, which were fully approved by him and the Chief Superintendent of Education. These plans were again submitted to tender, the builders who sent in tenders for the first plans being duly notified. Several tenders were received, and are still under consideration, the amount of the lowest tender being higher than was expected.

“Early in May last I accompanied you to Ottawa, for the purpose of selecting a site for the proposed Normal School, and after inspecting several locations, the offer of the Committee of the City Council of four acres on the By estate was approved, the Government only to pay \$16,000, any amount required beyond that sum to be supplied by the City of Ottawa. The site is an excellent selection—being central it can be easily drained, and supplied with water from the works now in course of construction.”

THE SITE.—The following description is by Mr. W. R. Strickland, the Architect:—

The buildings, when erected in accordance with the plans now prepared, will be in the Norman style of architecture, and will consist of Normal and Model Schools, containing lecture-rooms, school, class and gallery rooms, with necessary waiting-rooms, laboratory apparatus, master and teachers' room, also library, depository and store-rooms.

The Normal and Model Schools will be connected in the form of a T, the Normal School forming the front part facing the south-east towards Elgin Street, and will have a frontage of 157 feet, the centre projecting both to the front and rear. This part of the building is for the accommodation of the Normal School students of both sexes, and will contain three large lecture-rooms, two waiting rooms, with lavatories and cloak room off, library, depository, apparatus room and laboratory, also master's room, visitors' room, closets and janitor's room.

The Principal's lecture room, which will be 46 feet by 42 feet, will be situated on the ground floor opposite the principal entrance, and will have waiting rooms on both sides for either sex, and is calculated to contain 54 double desks for 108 students.

The entrance to the principal lecture room will communicate directly with the stairways leading to the first floor, upon which will be situated the Mathematical and Natural Science Lecture Rooms, with commodious laboratory opening off the latter, and apparatus room between the lecture rooms, communicating directly with them.

These lecture rooms will be 43 x 32 feet, and will contain 40