

enough as it is to learn all that they are required to learn, either for culture or for their future career in life. Most of the time which we take from them for this purpose must be self-sacrifice on their part: it must involve the giving up of some leisure time, either in the holidays or out of lesson-hours.

Most schools arrange already for one or two lessons in drill week by week; if to these you add an afternoon every week for practice at the butts or for riding, and crown it all with a week or ten days in camp, you have an allotment of time which, I venture to think, would be sufficient to produce a respectable result after two years. The camp is an essential feature of the scheme, and days for camping must come out of the long summer holiday, which is already, in the opinion of many parents, longer than it should be. This sacrifice of holiday time will press more hardly upon the masters who act as captains than upon the boys, but they will be content to find their reward in the results which they achieve.

*b.* The schools can thus be expected to provide the time required; but with the money it is different. I know no school, rich or poor, in England or Wales, that would be justified in taking a penny of its funds away from the proper purposes of education in order to provide for national defence.

In all the schools where cadet corps flourish at present the expense is largely borne by the parents; the Government provide carbines, ammunition and various camp-fittings, but other expenses are met by subscriptions. And it must be borne in mind that many parents subscribe because their sons are intended for the army, and practice in the cadet corps saves them trouble when they enter Sandhurst or Woolwich later on.

Now the schools which we are considering belong to a different category—if you like, a different social category. It is not our business in schools to consider social distinctions at all: our secondary schools are, in the best sense of the word, "public"; in grammar schools we have boys whose parents can only just manage to pay the fees, and some who cannot pay at all—the boys attend because they hold valuable scholarships; we have others who could, no doubt, pay the fee ten times over and never miss it; the school as such recognizes no such differences. But, on the average, we cannot expect the parents of a grammar or intermediate school to subscribe in the way that is common in the large boarding schools.

Hence we must look for aid mainly to two other sources—either to public subscriptions in the locality or to Government. I am inclined to think that a public subscription could very properly be solicited in order to cover the initial expenses, but I am sure that it would not do to continue sending the hat round year by year. The large expenses must be borne by Government, and, if these are supplemented by an average subscription from the parents amounting to 5s. or 10s. per annum, that is all which we can fairly expect. We ought also to hope, I think, that the necessary expenditure, especially on uniforms, may be reduced from that which is usual in the great Public Schools.

*c.* Assuming that the time and the money are forthcoming, what branch of military service should be selected as most suitable? A little inquiry will make it clear that it is impossible to produce any satisfactory result either as engineers or as artillery; indeed, I am told that some authorities are sceptical as to the possibility of any volunteer force becoming really effective in