

learn that "the most elementary education is still required for more than 30 per cent. of the men in the ranks."

Army schoolmasters are of two classes—the superior, or superintending schoolmasters, being commissioned officers with the relative rank of ensign; while the ordinary schoolmasters take rank as non-commissioned officers next below regimental sergeant-majors. The total number of schoolmasters is 226, of whom 18 are superintending schoolmasters. The superintendents are selected from the general body by merit alone. Besides this male staff, there are 205 schoolmistresses, 27 female pupil-teachers, and 98 monitresses. In all matters military, uniform is considered of much importance. It does not appear that the schoolmistresses are required to wear any outward sign of their semi-military calling; but the dress of the schoolmasters is under strict regulation:—

"Army schoolmasters, being enlisted soldiers, with the rank of non-commissioned officers, are required to appear in uniform. The dress first established—viz., a blue frock-coat with braid, silk sash, sword and waistbelt, and forage cap with red cloth band, was found to resemble too much the undress uniform of a commissioned officer, and gave rise to inconveniences which were complained of by commanding officers, and even by some of the schoolmasters themselves. In 1863, His Royal Highness the Field-Marshal Commanding-in-Chief, with the concurrence of the Secretary of State for War, was pleased to approve of a dress more in accordance with the military rank of the schoolmaster—viz., a blue frock-coat as before, with chevrons (on both arms) of the colour and pattern of the chevrons worn by rifle regiments. The sash was suppressed."

The number of army schools is 404; and each school is inspected at least once a year. 50 per cent. of nearly four thousand adult scholars inspected by Major Gleig are reported to have read fluently, and about 10 per cent. could write correctly to dictation, which is not bad, considering that the average amount of schooling for a soldier is only about three and a half hours per week. It is the difficulty of securing a longer attendance at the ordinary classes which has suggested the formation of special classes, and these already in operation in several corps the Council desire to see extended to all. Those admitted to the special classes are selected for their good conduct and the promise they give of becoming good non-commissioned officers. They are allowed to attend school at least two or three hours a-day, three men from each company being the average number admitted to this privilege—

"After a period varying from six to nine months, the men composing it will be found sufficiently advanced to be dismissed, and another similar class can be formed. By this means, a large body of men in every regiment may, in process of time, be fairly educated, and the school will then have conferred upon the regiment a direct advantage which can hardly be over-estimated—that of having a large field for the selection of well-educated non-commissioned officers."

Besides the example of the beneficial effects of those special classes to which we have already referred, we find it stated that in the second battalion of the 12th Regiment a special class was formed in November 1862, and within a year thirty of its scholars were promoted to become non-commissioned officers.

Beyond those direct and elementary efforts, the Council superintends and reports upon other means for the educational and social elevation of the soldier. The innocent and improving evening recreations which have now become common among civilians of a like rank of life, have very properly been introduced and encouraged in the army. During the winter of 1863-4 no fewer than 1052 popular lectures were given to the troops at the fifty-six stations at which the lecturing system has been established; and it is very gratifying to find that the army contains within itself intellectual resources sufficient for a full supply of these lectures. Of the lectures just mentioned, 43 were given by officers, 58 by chaplains, and the remainder, or nine-tenths of the whole, by army schoolmasters—a result, as the Council remarks, "highly creditable to that body." Exhibitions of magic-lanterns, concerts, and readings from poets and novelists, diversify the entertainments. A complete system of garrison libraries and recreation-rooms has also been introduced within the last three years, and is now in general operation with the most satisfactory results. The garrison libraries already contain 160,446 volumes, and the circulation of books among the men during a single quarter amounted to 92,971 volumes. The literary tastes of these soldier-readers appear to run much in the same channels as those of other frequenters of public libraries: works of fiction are their chief favourites; after these, voyages and travels; but poetry and general literature are by no means neglected.

The recreation rooms are intended to fulfil to the soldier the functions of a civilian working man's club. They are the public parlours of the barracks, and are supplied at the expense of Government with furniture, games, utensils, fuel, and light; but the

soldiers' subscriptions are the funds through which a supply of newspapers, periodicals, writing-paper, &c., is obtained. Though the system is yet comparatively in its infancy, and many of the present recreation-rooms are mere spare barrack-rooms and huts, the number of soldiers subscribing to the rooms is already no less than 40,800. When the system is fully developed, each regiment will possess a building 130 feet long by 33 feet broad, containing two commodious rooms for reading and games, besides a bar for refreshments, which consist of tea, coffee, ginger-beer, lemonade, bread, cheese, butter, biscuits, eggs, bacon, ham, and cold meat. The description of one of those recreation-rooms—that belonging to the Royal Horse Artillery Depot, given in an appendix to the report—is quite inviting, with its comfortable furnishings, its table covered with newspapers and periodicals, inkstands and blotting-pads, with a fresh water filter in the centre, and at a corner "a swivel knife for cutting tobacco." When the library and recreation rooms are in full operation, each regiment will have "an institute within itself, managed by the non-commissioned officers and men, under the general supervision of the commanding officer, where men may occupy their leisure hours in profitable reading or in harmless amusements, free from all irksome restraint, and subject only to such regulations as are absolutely necessary for the maintenance of good order and respectability." Such provision for rational and innocent recreation cannot fail to prove a formidable rival to the grog-shop, and all its debasing accompaniments, which has hitherto been the soldier's almost only resort in the hours of leisure and sociality.—*Edinburgh Scotsman.*

2. MILITARY INSTRUCTION IN CANADIAN SCHOOLS.

It has come to be generally conceded, and the concession is one of the facts which have been forced upon us by the troubles on the other side of the border, that for the permanent safety and credit of this country, as of all others, some description of defensive organization is absolutely essential. Opinions may differ possibly, in some slight respect, as to the extent we should carry this idea; but all parties are agreed that some defensive preparations are necessary. Thus the party which, in 1862, threw out a Militia Bill, signaled their advent to office by the introduction of a measure designed to promote the volunteer spirit of the Province. They subsequently introduced another Bill, making still further provision for an effective militia, and organized the military schools which have proved of so much practical advantage to the country. Thus both the political parties are pledged to an efficient and thorough measure of defence, and in being so pledged they reflect the unanimous feeling of the people of Canada.

The problem which, in a new country like this, we have to solve is how we can secure the largest and most efficient organization of our Militia, at the smallest cost, and the least inconvenience to our people. It is in the highest degree important that the militia of the country should at once be put, and at all times kept, in such a state of efficiency as would place us in a position to resist any probable attack; but the danger which we have to avert is that of falling into the idea that defensive organizations were only necessary while the people to the south of us were at war, and had large armies in the field. We sincerely hope that the likelihood of trouble arising between the United States and the mother country is exceedingly remote; and indeed we believe that the relations of the two countries were never more friendly than they are at this moment, a friendship most likely to be endured because based upon sentiments of mutual respect. But as has been frequently said, no people can be truly independent, or truly free, who are content to trust the continuance of that independence and that freedom upon the forbearance of a neighbouring nation, least of all of a nation whose system of Government renders it so liable to the influence of popular passions, as does that of the neighbouring republic.

In view of this, we are glad to notice by the *Montreal Gazette* that Mr. Meredith, the able assistant Provincial Secretary West, has been using his great abilities to lay before the people of this country the importance of the subject of military instruction in our common schools. Mr. Meredith embodied his views in a paper which he read before the Literary and Historical Society of Quebec, and which has been considered of sufficient importance to be printed in pamphlet form for the distribution throughout the country. We have not had the advantage of seeing the pamphlet, but from the statement of its character and objects, given by our Montreal contemporary, we sincerely hope that it will receive an extensive circulation. The learned gentleman appears to have dealt with the subject in all its aspect and to have availed himself largely of the views of Mr. Chadwick, whose efforts in behalf of short hours for the young operatives of England, and of short school time and military instruction in the schools for the youth of the nation, have been crowned with so much success, and have promoted to so large an extent the amelioration of the classes in whose behalf he has