

Volunteer movement itself is strictly defensive in its aim, and its details are bound up with the ordinary occupations of men who live at home. And exercises of this kind give a relief, as well as a discipline, to the natural restlessness of boyhood. A well-drilled school-boy will usually subside, on leaving school, into a common sense view of War and Peace: and if by these methods the few are discovered, who really do possess military talent, the country will be the gainer.

Colonel Wilbraham, C.B., who reviewed the boys of the school, said, in the course of his encouraging remarks, that he hoped and trusted that this pursuit, "so far from interfering with study, would tend to promote it, because he felt sure that the habits of discipline and obedience which the boys had to learn would stand them in good stead in the school-room;" adding, that "at Oxford the Volunteer movement, so far from doing harm, had done a great deal of good." In allusion to this School Review, Col. Wilbraham again said, on occasion of the distribution of the Hightown prizes in St. George's Hall, on Nov. 12th, "I am sure the Schools themselves will be as much benefited through this instruction as the Volunteers; for the boys cannot fail to carry into their hours of study those habits of discipline and obedience which they learn on parade." To which I may add the remark of the Rector of Liverpool, on occasion of the swearing in of the Engineers, on the 20th, "We wish to bring up the Collegiate boys in habits of order and discipline, and we believe the drill will have a most beneficial effect, both upon their habits and on their health."

### 3. DRILL AT THE SCHOOLS.

We would earnestly advocate, as we have always done, the immediate prosecution by Government of their scheme for introducing military drill into common schools. Had this been done at the time of the Trent affair we should have had to-day thousands of able militiamen that we have not got. Why are boys put to school in their youth, instead of leaving it till after they grow up? Because education is as natural to that period as bread-winning is to more advanced years. The plasticity and susceptibility of childhood are gone when power and necessity impose other duties. If, then, the country is to have a military education, it is folly,—a waste of men's time, and Government's money,—to give that education, when nature unbendingly refuses new ideas. Were every school teacher able to put a class through its facings, and every grammar-school master able to be a primary drill instructor, how much more thorough would the superstructure be, built on such a solid foundation. School cadets might, if properly looked after, be entrusted with rifles at thirteen or fourteen, with more safety than the same arms are at present carried by grown men; and a proficiency in the use of this arm is now what decides battles. A small prize for competition between the cadet corps might be a stimulus to practice. The long journey to the drill meeting, and the loss of time when engaged at an unwonted addition to their daily toil, would by this plan become the play hour of the necessary meeting for school exercises; and nothing would be lost if school hours were, as a general rule, shortened to admit of it. By this martial training, too, much of the nervous trembling which secretly follows the call to arms, would be done away with. This expression may be laughed at by many readers, and to those who are accustomed to the march of armed men, and to converse with professed soldiers, it is somewhat incomprehensible; but we could tell of whole battalions of rustic militia, we will not say in what career or what empire, who, being asked to volunteer for important and immediate duty, have declined to a man, although their valor stood out nobly when their officers reported their reply as a unanimous offer of services, which happily for them, were not wanted. This apparent pusillanimity was not the result of cowardice, they were naturally a fighting people, nor was it disloyalty, but the vague dread of warlike preparation, which like a visitation from an unseen world, was awful because not within the range of their experience. By a school-training, this weakness would be removed, without instilling any brutality or blood-thirstiness, or even love of war. Drill at school, too, would involve none of these temptations to intemperance which attach often to evening meetings of young men. Add to all this that our present system is incomplete. Only city volunteers understand battalion drill, and of the best city battalions only a few are practised riflemen; and military training, if incomplete, is, as a friend expressively observes, only the halter by which the victim of it is led to the shambles.—*Montreal Witness.*

### 4. MILITARY TRAINING IN OUR PUBLIC SCHOOLS.

The Council of the County of Ontario, at its recent session, adopted the following report on the subject of Military drill in our public schools:—

"The recent invasion of our peaceful country induces your com-

mittee to express their belief that great advantages would accrue to the youth of the country if the teachers of Common Schools were required to be possessed of a sufficient knowledge of Military drill to enable them to instruct their male pupils therein; which, if their services should at any time be required in defence of their country, would render them much more efficient; or if, fortunately, their services should not be so required, would be the means of giving an ease and propriety of carriage, so readily acquired by early instruction; and would recommend that provision be made compelling male teachers to acquire a knowledge of Military drill before obtaining certificates entitling them to Government money.

### 5. MILITARY DRILL IN THE SCHOOLS.

The Grand Jury of the County Court of Quarter Sessions held at Toronto, on the 15th inst., made the following presentment on this subject:—

"That in the opinion of the Jury, the school law should be amended, so as to require the teachers of all schools receiving public money, to obtain a certificate equal to the second class certificate granted at the Military School.

"That all the male children, over twelve years of age, should be drilled in military movements several times per week.

"That all the male children of each municipality, over twelve years of age, whether attending school or not, should be drilled together, at least four days per year.

### 6. PHYSICAL EXERCISES AND RECREATION FOR GIRLS.\*

In discussing this question, it is convenient to divide it into two parts: taking first, physical exercises, which do not profess to be play, though pleasure may be got out of them by the way, as out of other tasks dutifully performed; and secondly, recreation, in the sense of amusement, including all sorts of active sports. The distinction is not very definitely marked, but may be made sufficiently so for our present purpose.

The physical exercises practised by girls, and not professing to be play, are drilling, gymnastic and calisthenic exercises, dancing, and walking. *Drilling* is not much esteemed in girls' schools. *Gymnastics* and *calisthenic* exercises have great merits in the way of giving strength and elasticity to the muscles, and it is very desirable that schools should be provided with the necessary appliances for them. The system of Dr. Roth and Mr. Tyler are excellent, and may be learned from the books published on the subject. These exercises may almost be regarded as play; there is at least no doubt that many girls enjoy them very much. This is especially the case when they are accompanied by music, which, however, is not essential. *Dancing* has merits of its own, especially that of cultivating the musical sense. Graceful motion—melodious, in that it is modulated to a tune, and harmonious, in that it is the common and mutual action of many performers—is beautiful in itself, and if pursued for its beauty, and not as an occasion of individual display, can scarcely fail to be beneficial to both mind and body. And though it counts among lessons, and the practice of steps is certainly irksome work, it may be made a dignified kind of play in play hours. *Walking* can scarcely be dispensed with, though, taken by itself, there is not much to be said in its favour. Its dullness may be got over by giving it an object, but that is difficult in schools. Schoolmistresses cannot be perpetually inventing errands, and the girls themselves are not likely to have many. Much of course depends on the locality. Where it is possible to get free country rambles, they may be made very enjoyable, but these are scarcely within reach of ordinary London schools.

The merely physical exercises seem all to share in one common deficiency; they want life and spirit. They would be more beneficial even to the body if they had more heart in them. When the body is languid or tired by study, a force of some kind is required, either that of persuasion or command, or a sense of duty, or the prospect of pleasurable excitement, to impel a girl to take exercise. She wants either to go on with her lessons or to do nothing. And considering how many things there are, in school life as in all life, which must be done as duties, it seems very desirable that whatever form of relaxation from mental work is adopted, it should be looked forward to as a pleasure, not as another and perhaps the most irksome task. In order to make play really interesting, it seems essential that it should be competitive. Either it must be a game with sides, in which one party or the other wins, or there must be something to be done, some feat to be performed. All the most popular games contain this element of struggle, and it is a most important point to bear in mind, as the great difficulty with girls

\* The following paper is an epitome of the results obtained in discussion of the subject at a meeting of the London Association of Schoolmistresses, 10th May, 1866. (See, also, paper on page 155.)