

plished by organizing two, three, or more regiments, into a brigade, to be commanded by the chief instructor, he selecting for his *staff* the most intelligent of the scholars who could relieve him of much of the labor which the systematic working of this large military department would render necessary. Thus those assigned to the staff would be learning the technicalities of the department and the duties of aids, secretaries, &c.

These staff officers, and any other of the pupils who showed a decided talent, should be assisted in acquiring knowledge in the military science by means of lectures, &c., from the chief instructor. An orderly system once organized, with the incentive to improvement by promotion for correct deportment, and of military disgrace for ungentlemanly and unsoldierly conduct, would soon render this military instruction of great assistance to *teachers in the schools*. Let the boys understand that disobedience or improper behavior debarred them from military honors and the whole tone of their conduct would be improved.

Of the exigencies of this war, if complicated by foreign interference, it is impossible to foresee, but every one is aware of the importance of early training upon the destinies of nations, and but few will deny the value of a well-trained battalion of selected older boys, in case of invasion or trouble, by their relieving the fatigue of regular troops in mounting guard at the least exposed positions, at the camps, on baggage, or for convoys; likewise to act as drill-masters for the recruits.

The above plan, which was submitted to several Boards of Education last fall, was offered as being the best adapted for *immediate use*, and is therefore provided for the instruction of the *teachers*. If, however, the *Normal Schools and Colleges* would provide systematically for this instruction, it would be far better as they are the proper fields for *permanent benefit*, as each graduate would there become fully prepared to instruct in these exercises in the public schools.

The views of the Hon. Joseph White, of Massachusetts, respecting military studies in colleges, are well worth noting. He says, "let the drill be regular and compulsory, taking the place of the very irregular and insufficient physical exercises now taken, and our colleges would be vastly improved in their educational power, and the commonwealth would in a short time have a numerous body of educated men well skilled in the military science and art, who will become teachers in our lower grades of schools and in our military companies and associations, and be competent when the alarm is sounded, to lead our citizen soldiers to the field." New Jersey has just offered a noble example by making an appropriation for military instruction in her State Normal School.

But we must look at the practical working of physical and military training in small district schools. Of necessity they are far behind, in intellectual culture, those in the cities, and owing to the small and uncertain attendance, physical and military drill would also have to be simplified. The duties of a country life are such as not to render these exercises so necessary on the score of health, nor are the pupils wearied by such constant application to study. But how beneficial it would be in smoothing the rough, clownish manners of the country pupil by teaching him the *position of a soldier*, and correct *walking*. In respect to this, it should be the duty of the trustees to see that the drill was taught as far as practicable to the boys (*calisthenics to the girls*) by the teacher himself, who, if he were not already instructed from a Normal School, would find but little difficulty in mastering the details of tactics sufficiently for his purposes. With as small a number as twelve boys, company and skirmish drills could be taught; the latter is admirably suited for country schools, and would be a delight to the boys. If near the water they should be taught to swim.

It is thus we would teach our public school boys when they reach a certain age, to act together as citizen soldiers and be prepared when called upon, to do yeoman service in the country; to make it their pride as well as their duty, to defend the Country and State which so liberally educates them, let us cultivate in them a lofty and noble patriotism, which shall have its effect upon future generations, for it is upon these qualities, their intelligence and enterprise, aided by *physical strength and health*, that the Future of our country depends.

Although a course of military training in the public schools would soon furnish our State with an intelligent class of soldiers and line officers, yet the *art of war* in many of its branches, such as artillery, engineering, &c., requires a scientific education, which can not be given in a private institution. Our colleges undoubtedly could, to a certain degree, supply this want. New York city, possesses in its Free Academy a college which needs but the addition of two or three professorships to carry out in part this requirement, yet a *State Military and Scientific College* seems a neces-

sity to which early attention should be given, but to prevent its becoming a tax upon the State, it should be managed somewhat upon the plan of the Polytechnic of France, namely, that pupils at large may be admitted upon passing an examination and paying the annual fee.

Offer inducements in the way of superior education and careful training, and sufficient income would be received from the *paying* scholars to cover the expense to the State. Thus, from this college, might annually graduate men educated for the most scientific and skilful pursuits of life, and who, in time of war, would richly repay the State for the care devoted to their culture.

As an incentive to the public-school boys, several of the most deserving should annually be sent to this college by the State, and to the National Military and Naval Academies.

There is yet another important matter to be considered in physical exercises for public education, more particularly in sea ports, viz., *Naval Training*.

A late report of the Shipmasters' Association has shown us that the reputation of our American vessels is deteriorating so rapidly, that unless something is done, quickly and effectually, to provide a remedy, foreign vessels will supersede ours in freighting. The necessities of our navy are too well known to need notice here, and surely these evils which assail the country at this trying moment of peril, should arrest attention.

In large seaboard cities the naval training school, which has worked so advantageously in England and Belgium, could be established very economically by the fitting up of some hall, at a slight expense, with spars, sails, &c. Here of an *evening*, lectures and classes for instruction in navigation and seamanship could be formed. This would be the means of improving our sailors and of forming useful citizens from those who now idle away their time around the streets and docks. The expense would be but light, and the advantages obvious to our merchant marine and navy. This would soon improve our class of sailors and officers, reduce the rate of insurance upon American vessels, and relieve us from the stain which is being cast upon us as a commercial and naval power.

The evening schools of New York city cost £73,000 per annum; a small percentage of this sum would place in successful operation an *evening nautical school*, which would enable, in less than three months, American sailor boys to acquire sufficient knowledge of navigation to aspire to the quarter deck. The handling of heavy guns and the principles of naval gunnery could also be taught. If a war with Great Britain breaks out, are we to be found slumbering in this respect, and must we wait for the *first gun* before taking active measures?

We are a peace-loving and domestic people, and we have indulged in the delusive fancy that peace was to shroud us forever, until rudely awakened from our dreams by a formidable attack at the very foundation of our nationality. Every family circle is represented in that mighty army which is battling for the Union, and we know that much of the suffering caused to our brothers by this new and unexpected calling, is due to the defects of their physical education, and to the want of a sufficient number of well trained officers. But the war is upon us and we must meet it as may best become a free nation and be better prepared for the future.

It is the proud boast of England that in time of war she is "Ready, aye Ready," but a much prouder and nobler cry for us would be, the prompt "Here" at the roll-call of our militia when summoned, like the minute men of the Revolution, to the defence of the country. We want no large standing army. In times of peace let our merchants, artisans, farmers, and mechanics, enrich and develop the resources of the country. It needs their industry and will amply repay their toil. But let them be trained and educated from schooldays to their military duties, and at the first note of war let that response of "Here" come cheerfully from our rich prairie lands, from our counting-houses, from our machine shops, from the decks of far off vessels and from our public schools, —one mighty cry of power and self-reliance from a noble militia, possessing a thorough *knowledge of its duties*; intelligent and earnest in the right; patriotic and strong in its devotion to freedom.

A few words to those who fear the tendency of these exercises to instil a warlike and blood-thirsty spirit, and we will close. To them we say, we would emulate the ancients only so far as we can obtain from them some of their earlier and nobler traits of patriotism, courage, strength, endurance, and health. Let us picture what effect this training would have upon individual character.

Let us take the example of a young lad, entering the public school in the primary department, with perhaps a sickly, indolent disposition, and somewhat careless and slovenly in his appearance.