

evidence of superior knowledge as soldiers, and with a little preparation were *ready* to assume the duties and responsibilities of the field and camp. They have more particularly distinguished themselves as drill masters and thorough disciplinarians, the very ground you proposed to cover in your articles in the N. Y. Tribune of Nov. 20. I have especially noticed, of late, the facility with which youth acquire military knowledge since the outbreak of the rebellion, when the occasion seems to impress them more strongly with its importance.

Independent of the military availability of youth thus instructed, the promptness and precision that the system induces is apparent. A simple sketch of the routine of duties in a school over the military department of which I have the supervision, may give an idea of its utility, as well as its usefulness. This department is conducted in such a way as to make the military feature an auxiliary to the classical and preparatory. Part of two days in each week is more especially devoted to military drill and instruction, when the flag is raised on the flag-staff on the parade ground with the roll of the drum, and the sunrise gun is fired. At sunset it is lowered with the same ceremony by a file of boys, in charge of an officer, or non-commissioned officer. On other days of the week a drill of about an hour is held, in command of the company officers,—always in presence of the Principal. The utmost strictness is required in all the military features. The "Assembly," when beaten for drill or parade, occupies one minute—*immediately* after, "*fall in*" is given by the orderly, when *entire* silence is required. Boys being naturally playful, much more care in these particulars is necessary than in grown persons. *Tattoo* begins at 9 o'clock precisely, when the minute of its duration expires every cadet is required to be in line for "roll call," and the three squads, each in charge of an officer, are marched by flank to their quarters, (the whole not occupying more than two minutes.) They halt opposite their beds, and salute their officer as he passes out;—in five minutes the lights are extinguished. Their clothing is uniformly arranged, and in such way that if called up at night they can dress without lights and without loss of time. The officer in command of each, being held responsible for the condition of his squad. The military instructor inspects at unexpected times, and directs the chiefs of squads to report the result to the officer of the day, through whom all reports to the Principal must be made at 9 o'clock A. M. each day. *Reveille* at day break, and they march by squads to wash room, where twenty minutes is allowed for necessary ablutions, blacking boots, &c., and then the march to the Assembly-room for "*roll call*." Inspection of boots twice a week, at unknown times.

The squads for the *mess-room* march in order, filing each side of the tables, face inward, and "*sit down*" by command; *rise*, march out and *break ranks*, observing the same military precision. These various duties are performed with pleasure and pride by the cadets, and the same promptness and regularity is apparent in every movement.

The *armory* and arms are in charge of a detail of four, and are inspected in turn on the roll, each week, and reports are made of disabled pieces, and the general condition of the arms and armory, to the officer of the day, and through him to the Principal. The various reports are embodied into one, by this officer, so that the Principal is not burdened with the details unless he calls for them.

Orders are issued from time to time, by the Military Instructor, and engrossed in a book, which is open for inspection of visitors, announcing promotions, results of inspection, and noting cases of military merit and demerit, &c. This has a tendency to stimulate to exertion, and to efforts to avoid unfavorable notice.

Military classes 1st, 2d and 3d, graduated according to military merit are established, and promotions to them made after strict examinations. All company officers are selected from the 1st class.

A class of Honor, consisting of members of the First class who have escaped being reported for disobedience and improper conduct, is also formed. A given number of military demerits reduces a cadet, and the badge which is worn on the left breast is taken from him. He may, however, be reinstated.

Military demerits are punished by military penalties.

Cadets are taught to observe the position of the soldier when on duty also; the benefit of this is very marked. When the machinery is properly set in motion, the labor generally attending the minutiae of school duties is greatly reduced, and much more pleasantly and thoroughly performed.

I have not entered into all the details, (and have given the military only) but enough to give a general idea of the plan adopted by the school. There are different modes in use in other schools. Some partaking more of the military, and some less. I think there is danger, often, of *too much* military being engrafted so as

to make it burdensome; great care should be taken in this particular, as the cadet wearies of it when the novelty is past."

Mr. N. W. Taylor Root, in his admirable book on School Amusements, furnishes practical testimony "that it fosters habits of promptness, exactness, and unanimity of action; teaches implicit obedience to commands, erectness of carriage, a neat and clean appearance, and a gentlemanly and respectful behavior."

It will thus be seen that a system of military drill has been tested morally and physically, in private schools, and found of decided advantage.

Why should these benefits be denied to the pupils of Public Day Schools?

Why should this vast defensive power be lost to the Government?

As a national military necessity; as a protection to the health and constitutional vigor of American youth; and as a powerful agent upon their moral behavior, their energy, self-reliance and spirit of enterprise, let Physical Training be engrafted on the course of studies for all the pupils educated at the expense of the State. Let us not hesitate at the magnitude of the undertaking, for it is a *necessity*, and under proper regulations and restrictions can be successfully and economically accomplished.

The greatest difficulty to be surmounted is the successful working of a system at once applicable to the requirements of a small district school, with a limited number of scholars, attending only at certain seasons of the year, and of those of the larger cities, with numerous schools, in which a great number are under instruction.

Let us commence at the foundation, in the Primary Schools.

The moment the child enters the school care should be taken that the mental exercises which are given should be relieved by frequent intermissions for running and playing, under the supervision of the teacher. Thus we are glad to say is the case in very many of our best primary schools; but it is when the child becomes more advanced, when there are lessons to commit to memory at home, that some simple physical exercises should be taught him every day; exercises calculated to develop the growth and expand the muscles. The calisthenics recommended in Miss Beecher's work are excellent, simple, and easily fitted to the limits of the school house. The report of Mr. W. H. Wells, Superintendent of Public Schools for Chicago, for 1860, gives some interesting particulars of simple exercises which have been attempted in that city.

There would be but little difficulty experienced in selecting movements and gymnastics suitable for the strength and ability of the classes of younger boys and girls under instruction, provided the method was established as an imperative duty which *must* be regularly put in practice, and that no lack of interest on the part of teachers, or laziness of the pupils would be accepted as an excuse for non-compliance with the regulation. We trust if Physical Training is carried out in our system of education, that a carefully prepared Manual of all kinds of exercises, embracing the military drill, will be compiled for the use of schools; in a word, a text-book to which our teachers can turn with confidence to find exercises suitable for all classes of pupils.

From the Girls and Primary, we pass to the Boys Grammar departments, for which we propose military exercises, as being the most economical and advantageous for public schools; for *tactics* manœuvre large bodies in a small space, in an orderly manner, whereas gymnasiums are too expensive, and can not be made large enough to accommodate many scholars at once. This opens to us our most difficult, but at the same time most useful, field for prompt and energetic action.

Suppose we take for an example one of our large cities. The lower and female departments having simple physical exercises in use, it is wished to introduce military exercises into the grammar schools. Let us see how simply it can be organized, and how far it is possible to extend these studies if desired.

The following interesting letter from the Mayor of Bangor, will show the movement in that city, an example well worthy of being imitated.

CITY OF BANGOR,
Mayor's Office, Dec. 21st, 1861. }

DEAR SIR:—In reply to yours of the 19th inst., I would say that, upon my recommendation, through a communication I made to our City Council, on the first Monday of the present month, an Order was passed directing the military drill to be introduced into a portion of the Public Schools of this city.

I had given the subject some thought and investigation, and was prepared to recommend the adoption of the drill for the physical training, no less than for the military instruction it might impart. The prevalent idea that education consists in training the intellect only, is gradually becoming superseded by the more rational theo-