

wheeling are not in themselves very cheerful occupation and, unless the work is done with great skill, and done with a distinct, well understood purpose, it usually fails; neither boys nor masters like the task.

On the whole, the "drill" which is adopted in so many endowed schools, in compliance with the Commissioners' Schemes, has failed in its object, and has done little or nothing to aid in the equipment of soldiers, or to interest young men in military affairs.

The same may surely be said of drill lessons in the primary schools. There are conducted efficiently, for the teachers have almost always been members of training college Volunteer corps; but, in the opinion of the present writer, the boys are not of the right age for military drill and the little that they learn can be of very small service to those who in later years "take the Queen's shilling" or join the police force.

2. *Foreign Countries.* — Just a glance, before we proceed, at the systems of foreign countries, to see whether they offer any useful analogies. We should naturally have expected Germany to show us the lead in this matter, for she has been a pioneer in army reform as well as in education; but here, as in many other matters, Germany in military affairs is a despotism—it is an armed camp, a nation standing at attention, ready to defend alike its eastern and its western flanks against foes which are a permanent menace. France is in the same condition. In spite of its republican government, it is still controlled in its military ideas by the traditions of Napoleon. It is only a country like Switzerland, really democratic in its sympathies and ideals, which can offer us useful comparison. When we find that the War Department in Switzerland

has a close connection with the schools, controlling the gymnastic exercises of 90 per cent. of the school-children, and organizing some five thousand* boys of the higher schools into cadet corps year by year, we might be tempted to argue that the evil spirit of "militarism" had infected Swiss education. On the contrary, no nation is more peaceful in its policy; in no part of Europe has the unholy ambition for military glory less influence. And the reason is evident; this system brings military affairs in a familiar fashion before the nation at large, and prevents the establishment of a separate military caste. It is the social cleavage created by an isolated military clique or society which now, as always, threatens the peace of nations; but if you acquaint your ordinary civil middle-class population with the use of arms, you serve to protect your country without fostering the military spirit. This has surely been the experience of nations in the past. Rome and Italy were free so long as the Roman was at the same time a citizen and a soldier; Athens was free until the Athenians forsook the practice of arms for the babble of the assembly; and English freedom will expire if English citizens are content only to vote and pay taxes, leaving the defence of our Empire to Goorkhas and Soudanese. I venture, then, to urge for comparison the methods of a peaceful nation like the Swiss, who are as democratic as ourselves, but who recognize better than we have done the obligations of the citizen to serve his country with his person as well as with his vote and his money.

3. We now come to close quarters with the problem of the moment. The nation is really in earn-

*A similar organization in England would give us over half-a-million efficient cadets.