

to prepare the future citizen for the duty which may fall to his lot, of assisting his country in the hour of peril by giving himself to her service. We shall only discuss the first of these problems incidentally, dwelling mainly on the second.

1. Let us first see what has been done so far in earlier times of peace.

a. Cadet Corps—Cadet corps were first set on foot forty years ago, and great hopes were entertained that they would prove the commencement of a splendid Volunteer force. Companies of boys were organized in most English towns, with real enthusiasm and energy; but most of them were soon disbanded, because there was no steady controlling discipline to keep the boys at it. Hence the only places where cadet corps have flourished have been the secondary schools, and, chiefly, the Public Schools. And, further, it is only in the boarding schools, where the boys have no home ties, and where they want occupation for leisure hours, that the cadet corps has flourished; I know of no school which is purely a day school where the cadet corps plan has taken root. And, again, most of these boarding schools are those called "Public Schools" where there is also an Army class, preparing boys for Sandhurst and Woolwich, and where many of the boys are related to officers of the Army or of Volunteer battalions. The moral of this story is clear. Cadet corps started with enthusiasm at a crisis of excitement will soon die out unless (i) they are associated with the permanent discipline and corporate life of a school, (ii.) the parents and friends of the cadets are interested in military concerns. And the corps is likely to do far better if the cadets themselves see that the work has a distinct relation to their future duties in life. A cadet who has

learnt his drills is helped materially when he gets admitted to Sandhurst or Woolwich.

b. These same Public Schools educate nearly all the boys who take up arms as a profession. I doubt whether there is an Army class in any of the great secondary day schools of our large towns, such as King Edward's High School in Birmingham or the Bradford, Leeds, and Manchester grammar schools. All the training in intelligence and industry, in mathematics, geography, science, which our officers secure up to the age of eighteen is got at these fifty odd schools, or at the cramming establishments to which some boys are sent when the Public School fails to bring a candidate up to the mark.

This is a very serious topic to handle at the present moment, for every one has come to recognize the necessity for highly trained intelligence in the leadership of soldiers; and we may hope that our new Board of Education will be permitted to assist the War Office in considering this department of national defence.

c. Almost every secondary school conducts some kind of exercise in military drill.* Boys are very commonly taught to march in step, to form fours, etc.; here and there—as notably under Mr. Gull at the Grocers' Company's School—the work is well done, and the boys become proud of their drill; but commonly the reverse is the case. For in most schools there is no final end to be achieved; marching and

*Some schools—such as the Cowper Street School in London—achieve better results, by adopting an "intensive" plan; each company (comprising three or four forms) takes drills daily for three weeks once a year. During this time improvement is witnessed daily, just as with recruits when first taken to barracks, and the drills are dropped before the boys have lost their interest.