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On: 13 August 2013, At: 11:58  
Publisher: Routledge  
Informa Ltd Registered in England and Wales Registered  
Number: 1072954 Registered office: Mortimer House, 37-41  
Mortimer Street, London W1T 3JH, UK



## Royal United Services Institution. Journal

Publication details, including  
instructions for authors and  
subscription information:

[http://www.tandfonline.com/loi/  
rusi19](http://www.tandfonline.com/loi/rusi19)

## A Proposition for One General Military School for the Army

Colonel T. Bernard Collinson R.E.  
Published online: 11 Sep 2009.

To cite this article: Colonel T. Bernard Collinson R.E. (1869)  
A Proposition for One General Military School for the Army,  
Royal United Services Institution. Journal, 13:54, 241-262, DOI:  
[10.1080/03071846909424323](https://doi.org/10.1080/03071846909424323)

To link to this article: [http://  
dx.doi.org/10.1080/03071846909424323](http://dx.doi.org/10.1080/03071846909424323)

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# Evening Meeting.

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Monday, April 19th, 1869.

MAJOR-GENERAL F. W. HAMILTON, C.B., Vice-President in the Chair.

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NAMES of MEMBERS who joined the Institution between the 14th and 19th April, 1869.

## ANNUAL.

Bacon, Francis, Lieut. Roy. Mar. Art. 1l.

Rowley, Henry F., Lieut. 78th Highlanders. 1l.

Campbell and Stratheden, Right Hon. W. F. Bacon, Major 46th Middlesex Rifle Vols. 1l.

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## A PROPOSITION FOR ONE GENERAL MILITARY SCHOOL FOR THE ARMY.

A paper by Colonel T. BERNARD COLLINSON, R.E.,  
and read by the SECRETARY.

THE CHAIRMAN: The Secretary will now read a paper by Colonel Bernard Collinson, of the Royal Engineers, who is at present at Malta. I regret that in consequence of that circumstance he will be unable to read the paper himself. After it has been read I shall invite discussion on it, and I have no doubt that some gentlemen present will offer some observations and open the way for the discussion of a subject so interesting to the future of the Army.

THE SECRETARY: The appointment of a Commission to inquire into the system of Education of Candidates for Commissions in the Army offers a legitimate opening for the discussion of the subject in general, and one which the Royal United Service Institution can fill with great propriety, and no doubt with benefit to the labours of the Commissioners.

The following propositions on the subject will serve at least as a basis for the discussion; they are the results of personal experience in the education of young Officers. In taking up such a subject, it seemed to me desirable to begin from the foundation of the qualities required in an Officer; but it is done in a rude, imperfect manner, for it properly involves questions too intricate and extensive for me to deal with, or for such a paper as this. In attempting it, I have endeavoured

to classify the branches of the Army without any predisposition to overrate the importance of any one part of a service, the efficiency of which, though depending in a great measure on the mutual co-operation of all branches, is really based on qualities beyond the reach of any scheme of public education.

1. The qualities one would desire to see in young men seeking to be Officers in the Army may be classified in three great divisions; 1st, *Physical Strength*; 2nd, *Imagination*; 3rd, *Reasoning Power*. These three great branches of human faculty may, in their various ramifications be considered to comprise every quality, and practically to embrace every branch of knowledge that an Officer in the Army should possess: it is the comparative extent of each only that requires to be varied for the different branches of the Army. But if we assume that the following qualities are comprehended under each head, then every Officer in every branch of the Army requires a certain amount of each.

1st. *Physical Strength*.—Under this head would be included skill and activity in all kinds of sports and exercises, as well as a certain amount of bodily health and strength; without this no body of Officers, however talented or able, or otherwise powerful, would be efficient for active campaigning. With it, and with habits of discipline, as long as there are some able men to guide the Army, talent and learning are not of so great importance to the body of the Officers.

2nd. *Imagination*, or the faculty of readily taking in ideas, and of perceiving and retaining, and to a certain extent arranging impressions of things; being quick-witted and ready of resource; the quality which makes a man quick to learn practical things, and to invent practical remedies in difficulties. It is not easy to test the qualification of any person in this faculty. Those who have it, are generally artists of some kind, or linguists, or experimental philosophers; and the presence of these gifts affords an index of the probable existence of the quality. It is one of great value in Officers, and has been a chief ingredient in the character of many great soldiers.

3rd. *Reasoning Power*; or the capability of induction; of comparing and deducing conclusions from facts and circumstances, and judging of the future results of them.

This is a faculty which, though not always nor fully appertaining to men of mathematical quality of mind, is generally more or less connected with that quality, so that its presence can be taken to a great extent, as an indication of reasoning power in general.

Though an essential quality in great leaders of armies, and in some branches of the Army, it is not so with Officers of an army generally, as compared with the two other qualities.

2. It is of course necessary that Officers in the Army should also possess some knowledge of certain branches of learning and arts; and the tests necessary for ascertaining the required qualifications in these subjects, will be also available for testing the presence of the required amount of each of these three faculties above-mentioned. For instance, it is advantageous that Officers generally should be acquainted with modern languages and history, and should also be able to draw correctly plans and views of countries: the tests for these subjects will

help to show the amount of imagination they possess. And the tests for ascertaining their mathematical and classical knowledge, of both of which Officers should possess some amount, will also test their reasoning capability.

3. The Officers in the different branches of the Army, that is to say Infantry, Cavalry, Artillery, Engineers, and Staff, will require to possess these qualities in different proportions.

For the Infantry Officer, physical power and readiness of resource, are of more importance than reasoning power. Cavalry Officers would require the same qualities in the same proportions, but in a higher degree: because they have the additional duty of the care of animals, and their work extends over a greater field, both in space and kind. Artillery Officers have not only the charge of animals and machines, but work extending over a greater field than Cavalry or Infantry, and which requires a greater knowledge of physical science. For them, therefore, reasoning power is of greater importance, and all the qualities are required in a higher degree. Engineer officers have comparatively small charge of men, animals, or machines; their work lies chiefly in dealing with everything relating to physical science, and to mechanical construction in an army, which necessitates greater reasoning power; at the same time from their being constantly required to exercise their knowledge under divergent difficulties, they also require a fair amount of the imaginative quality. The Officers of the General Staff of the Army require a large amount of physical strength from the constant demand on their activity; and a large amount of imaginative power, as their duty mainly consists in collecting and collating information for the Commanders; but as they are not required to form conclusions on the information, they do not require so great an amount of reasoning power.

4. The next question is, what is the best mode of obtaining these different classes of Officers for the Army; whether by single examination from the ordinary schools of the country direct, or by special education in a separate school?

As regards the Officers for the Infantry and Cavalry there is little difficulty. The education in the public schools of the country is amply sufficient to insure every qualification in the way of the knowledge they require, and affords the best means of testing the amount of the three above-mentioned faculties they possess. Such technical knowledge and training as they require can be given them in their regiments after joining, better than in any special school. Their qualifications can be perfectly well tested by a single examination when they come to the age for entering the Army, direct from the ordinary schools of the country. There are some great advantages in this system, which is that now in practice for obtaining the greatest part of the Officers of the Army. The young men are not removed from the ordinary course of the education of the country before the time for their trial; they remain to the last moment subject to the influence of the public schools, or such teaching as their own friends select, and if at a public school, there could hardly be desired a better training for the Army; it is much better than that of any possible special army school. Indeed

special schools are to be avoided as much as possible; they inevitably tend to hand down from generation to generation a narrow system and fixed ideas, in which all the Officers there educated grow up. If they are self-supporting, they will be too expensive for a large class of persons whose children are otherwise very suitable candidates for the Army; and if not self-supporting, they will entail a public expenditure extravagant for the object.

5. In some cases special schools are absolutely necessary, as we shall presently have to consider; and when they are necessary it seems equally so,—as we shall consider hereafter,—that the candidates should be taken at a much earlier age than that at which they would get their commissions under the direct system, so much sooner, therefore, from the ordinary schools of the country.

6. The mode in which the existing system of direct examinations is carried on, has considerable disadvantages, the chief of which is, that it encourages and almost necessitates some months' special training under those private tutors who have sprung into so flourishing an existence since competitive examinations began, and who feed the head at the expense of the body, spirit, and understanding. These disadvantages might be avoided, either by so arranging the test examination as to be more in accord with the ordinary education in the public schools, so that there would be scarcely any difference between them and the entrance examinations to other institutions; or, by placing a certain number of commissions at the disposal of certain schools under proper restrictions. This latter plan, which was once tried with success for Woolwich Academy, is now in disfavour, in consequence of the abolition of somewhat similar conditions existing between some public schools and colleges; those, however, whatever their merits or demerits, would be very different from such as would exist between public schools and the totally independent War Office.

7. But the Officers of artillery, engineers, and staff, require a greater amount of special training. Coming to the profession with higher qualifications in the imagination and reasoning faculties, they have to learn something of the theory and practice of their profession, which they cannot well do after joining for service. They have to learn gunnery, fortification, surveying, military history, and the application of mechanics to their special duties. A special school is necessary for these objects, just as special schools are necessary for teaching the theory of other professions.

8. The candidates for these three branches can be efficiently taught in the same school. The qualifications for entrance are of the same character, different only in degree, and the course of special education is nearly the same. There would be no greater difference between the candidates at entrance than now exists between the highest and lowest successful candidates for the artillery and engineer school at Woolwich; the highest unsuccessful candidates for which school frequently enter the Military College at Sandhurst, and there can be little doubt but that the highest successful candidates for Sandhurst could get into Woolwich. The course of education in the school would have to

be somewhat varied for the candidates for each of the three branches, as is done in many schools.

9. Assuming that it is practicable to combine them in one school, there are many advantages in having only one such institution for the Army. Up to a certain size (the maximum may probably be placed at 400 scholars) one school is more efficient, as well as more economical than the same number of scholars divided. The number itself is a means of training, a larger world of discipline. A higher class of masters can be employed, and being in greater number together, can assist each other more. The educational appliances can be on a better scale, and also the arrangements for board and lodging. The greater number of candidates affords a greater choice for all branches, and the greater number in the school gives each branch a greater choice. The greater the school the less tendency to narrow and fixed ideas, especially when several branches are combined.

10. The age at which scholars should be admitted to such a school is one of the most serious parts of the whole question. To take them a year sooner than necessary from the ordinary schools to begin a special limited course, would lose much of the good of those schools; but the course of subjects above enumerated as requisite for those three branches could not be satisfactorily taught under two years, and to keep young men at school beyond the ordinary age at which the majority of Officers get their commissions, would give the latter an unfair start in life, and make the school unpopular. But the most serious point is the discipline. The difficulties that have arisen at Woolwich and Sandhurst of late years in this matter have their origin, I believe, in the impossibility of forcing young Englishmen of the age at which they enter the universities, to begin to go through the discipline absolutely necessary for Officers in the Army. Those who get direct commissions are subjected to it by being mixed with a larger body of older Officers, who have the habits of discipline, and whose business it is to carry on duties necessitating strict obedience.

11. A body of young men living together at the age at which their fellows at the universities or in life are accustomed to have a certain liberty, will not submit to the precise regulations on all the minor affairs of life, the practice of which altogether makes up the habit of discipline. Discipline is a habit much more than a reasonable conclusion, and like all other habits it cannot be commenced too early; but it is absolutely necessary to begin before a young man commences to form his own judgment, not because his judgment would necessarily go against the discipline, but because from the nature of it he demands greater freedom.

12. There is a certain discipline at the universities, but it is very different from the precise regulations for time, place, and circumstances in military life; a young man goes to the university to learn to think, but he goes to a military school very much to learn to obey without thinking; and it is unnecessary in universities open to all professions and to all the world, to practise such strict discipline of body, because the very fact of the young man's prospects in life depending on the use he makes of the university, should induce sufficient discipline. But

in educating for a profession of which discipline of body forms an essential part, it would be unjust to the country not to enforce its practice specially. The above consideration would, I think, necessitate that the age for admission to such a school should be at least two years before that at which direct commissions are given.

13. Assuming the age for entrance to the military school to be about 15, the next question concerns the tests for entrance, and the course of study in the school.

It is, I think, a very important point that the subjects for the entrance examination should be few. The Reports of the Public Schools Commission, and the results of the examinations at Woolwich and Sandhurst, all seem to me to prove that it is impossible to educate a boy properly in more than two or three subjects. When it is attempted to teach a boy more than that number, it is not education but mere superficial book knowledge, which fills his head to repletion, and strains his intellect beyond its natural powers in the attempt to take it all in. The consequence is, that when he gets his commission, at the age at which he ought to begin to educate himself, his educational forces are worn out, and a reaction against all kinds of study takes place.

14. Now, it is very necessary that every candidate for the military service should, at fifteen years old, possess a good knowledge of simple *Mathematics*, of *Geography*, and of the elements of *Natural Philosophy*; a certain portion of these should, therefore, be compulsory in the entrance examination. The mathematics, which should include the elements of algebra and geometry, is the only one of the three which would require a real education; the other two would be merely the grammars of subjects to be subsequently studied, and would be learnt almost by rote. In addition to these three compulsory subjects, one, and one only, of either of the following subjects might be taken up, according to the education and faculties of the candidate:—

*Classics*; because it appears probable that they will continue to form the chief subject of the education of young men in England, and because they are good for indicating the presence of both the imagination and the reasoning faculties.

*Mathematics*, including algebra and geometry; because it is a subject indispensable to two of the branches of the school, and indicates the reasoning power.

*Modern Languages*; because they are valuable to all branches, and indicate the imaginative qualities. But only one language should be taken up, and that should be studied like the classics, thoroughly, and in connection with history.

The entrance examination, though confined to a small range, should be searching; its object being not to ensure extent of knowledge, but to ascertain that the candidate has been well grounded in the elements of education, and that he has the qualities which will enable him to learn the subjects requisite for his military education.

15. It does not seem to me to be necessary to include any branch of drawing in the entrance examination, although it is an indispensable acquirement for a large portion of the scholars. The fact of its forming a considerable part of the course of the school will be sufficient to



induce those who have the gift, to cultivate it, and any further encouragement would make them neglect some more important study to obtain a little extra skill in this.

16. Before any candidate is examined in his mental qualifications he should be examined in his physical powers. For this object certain physiological standards would have to be very carefully determined, and every candidate should be required, by means of some practical experiments, to prove his qualifications in these standards. Up to a certain point these should be compulsory on all candidates; but it would be desirable to encourage simple gymnastic exercises beyond the average standards, in order to induce public and private schools to practise a systematic course of them. But not much beyond the average, otherwise there would be danger that the natural tendency of English boys towards these exercises would be encouraged to strain their powers too much at so early an age.

17. Similar physical tests should form part of the examination of all candidates for direct commissions in the Army. But the ages of the candidates being greater, the compulsory tests may be higher, and greater encouragement should be given to extra exercises, by giving higher values to the credits for them, which credits should be allowed to count towards determining their places in the examination list.

18. The course of education in the school should include the following subjects:—

1. *Mathematics*.—This should form the leading branch of the education, because it is the one that brings out the exercise of the highest faculties, and is an essential foundation for the study of nearly all the other subjects in all three departments of the school. The complete course of mathematics should include mechanics and all branches of natural philosophy.
2. *Surveying*.—This is the subject of next importance after mathematics in the military school, because it is a most desirable, if not necessary acquirement for Officers of all three branches; and some knowledge of it is indispensable to the study of some of the other subjects. The full course should include drawing, both artistic and geometrical, the representation of ground in plans, the use of surveying instruments, and the theory of astronomy and geodesy; but very little practical surveying should be practised in this school.
3. *Modern Languages*.—I place this subject next in importance, because it requires more study than the subsequent subjects, and is one that can be more efficiently studied at this age. One language only should be taken up at once, and that should be fully studied in connection with the history of the country. Professors of modern languages should not be mere teachers of colloquial phrases, but of the science of the language and of the history of its country.
4. *Fortification*.—This should, of course, form a special subject of study to those who wish to go into the engineer branch; but some knowledge of it is necessary to all three branches. It should include the theory of the construction, and attack, and

defence of fortresses. A little practical acquaintance with field fortification is necessary, but only just sufficient to enable the pupils to understand the details of the attack.

5. *Gunnery*.—This subject would be specially studied by those intended for the Artillery branch; but all three should have some acquaintance with it. It should include, mechanics applied to the construction and use of fire-arms of all kinds, and of the machines connected with them; the chemistry of all kinds of explosive compositions. The practical exercise of guns and machines would be more properly included under the head of drill.
6. *Military History*.—This subject would be important chiefly to those intended for the staff, but is, of course, a very desirable one for all branches. The course should include the general military history of all countries, and the theory of tactics, and of the constitution of armies, but not the strategy of campaigns and battles in detail. A boy of sixteen can learn something about the movement of troops, but it would be waste of time for him to attempt to study strategy.

19. In each of these six subjects there should be a maximum and a minimum course; and at the commencement of each term, each scholar should be obliged to select the subjects and courses he wishes to take up during that term, so as to enable those, who wish to prepare themselves specially for either of the three branches, to study the subjects desirable for those branches. The absolute selection, however, of the scholars for each of the branches need not be made until the final examination. From the results of that examination, the best scholars in mathematics should be appointed to the engineers, the best scholars in gunnery to the artillery, and the best in the three subjects together of military history, surveying, and languages, should receive commissions in the line, and be recorded as qualified to enter the Staff College. There should be, of course, a minimum qualification in each subject, and those who failed to reach that minimum, or who, for any other reasons, could not be provided for in any of the above three ways, should receive also free commissions in the line, but without being considered qualified for the Staff College.

20. The physical education of the scholars should be very carefully attended to during their stay at the school; and its chief aim should be, not to make them skilful in military exercises, but to develop to the utmost their natural strength and health. Keeping this result in view, they should be practised in the use of military weapons of all kinds, and in the drill of all branches of the Army, but not in more drill than is necessary for discipline and health. A certain amount of gun drill and artillery exercises should be practised, and riding and cavalry exercises, and they should be instructed in the management of horses. Simple gymnastics of all kinds should be regularly practised. In order to encourage and methodize such exercises, it should be treated as one of the regular branches of education; there should be an examination in it, and the credits so obtained should count towards determining places for the Artillery and Staff.

21. The administration of such a school is a subject in which I think

an alteration is desirable from the present system in both our military schools. In both, the Officers who have charge of the discipline, are a separate body from the professors and masters. The latter have very little to do with the discipline of the scholars, even when in study, and nothing at all when out of study. The former are only concerned with their outward behaviour as young soldiers, and not with their mental or moral discipline. It is this division of responsibilities which constitutes the difference in this respect between a public school and a military school. I do not think it is indispensable in the latter: the majority of the subjects of education are such as Officers in the Army can make themselves efficient masters in, and I would make the military masters also the Officers of discipline. I would select one of them and make him, with a suitable Army rank, the Commandant of the school, with powers and duties similar to those of the head master of a public school. He would generally, but not necessarily, be selected from the masters in mathematics, surveying, or military history, probably from the two latter, as the head master in mathematics would generally be a civilian. A certain number of the next senior military masters should be appointed the Captains of the Companies of Cadets, and each should exercise a general supervision over the education and conduct of all the cadets in his company. And I see no reason why a similar practice to that which prevails in our public schools, and which is so conducive to the influence of masters over boys, should not be adopted in our military schools, namely, that the cadets of one company should take breakfast and supper together in company with their captain, and that the whole of the military masters and the whole of the cadets should dine together in one room every day.

22. It is hardly within the province of such a paper as this to discuss with whom the general control and government of the military schools should rest. The only point about it which I consider very important as connected with the detail of the working of the school is, that the Commandant, such as I have above described, to whomsoever he may be responsible, should be solely and wholly responsible for the efficient working of all branches of the discipline, education, and recreation of the school.

23. The education of the Officers of the three branches of the Army above mentioned cannot, however, be considered as concluded on their passing satisfactorily through such a school. They have each a good deal still to learn of the technical parts of their respective branches, and which in their particular cases cannot be satisfactorily taught, except at some central establishments. The Staff Officer has to practise surveying, perfect himself in the drill of the various branches, and study the details connected with the art of war. The Artillery Officer has to practise gunnery, and the manufacture of explosive compounds, and artillery exercises. The Engineer has to practice surveying, construction, field operations, bridge-making, and the various semi-scientific duties that fall to his lot. It is hardly necessary to go into any detail on the subject of this subsequent practical education, because establishments already exist for all three branches for this

purpose, and all in very efficient condition, and quite available for the altered system of primary education I have recommended. After being appointed to their respective corps, the Engineer Officers would go to the Engineer School at Chatham, the Artillery Officers to the Artillery School at Woolwich, and those qualified for the Staff College, after serving some time in their regiments, should be sent to the Staff College at Sandhurst without further examination.

24. I will conclude with a word about the site desirable for such a military school as I have been describing. I think it very important that it should be at a good distance from any large town, and in a healthy district, with a good extent of open country about it, and yet, if possible, sufficiently near some large military station to allow the cadets to witness military operations without mixing habitually with the garrison. These considerations would point out Sandhurst to be infinitely preferable to Woolwich for the site of such a school.

The CHAIRMAN: If any gentleman will favour the meeting with any remarks upon the paper, I am sure they will be received with great pleasure. With regard to military history, that is one of the subjects which ought to be carefully studied in all military schools. We have gentlemen present who are quite capable of speaking upon that part of the question. Perhaps Sir Edward Cust will favour the meeting with his views upon the subject.

General The Hon. Sir EDWARD CUST, G.C.L.: I understand that many Officers have not attended here to-day because they do not agree with the sentiments expressed in the paper. I am one of those who do not exactly agree with the whole of the paper; nor do I believe that anybody would agree with all that they hear in this theatre. Yet Officers should come here to listen, to be informed, and to discuss. It is rather unfortunate that any kind of unfavourable impression should be previously taken of a paper that is about to be read here, and I trust that I have been misinformed in the matter. For myself, I desire to call attention to the first paragraph of the paper:—"The appointment of a Commission to inquire into the system of education of candidates for commissions into the Army offers a legitimate opening for the discussion of the subject in general, and one which the Royal United Service Institution can fill with great propriety, and no doubt with benefit to the labours of the Commissioners." Now, that is the point which has induced me to come here; but so far am I from agreeing with the *proof* of the intended paper that has been circulated, that I disagree from first to last with the proposal for "One general military school for the Army" to an extent, indeed, that some gentlemen may not be disposed to go along with me, but which I am anxious, if I possibly can, to get fairly considered by the profession. I start with this objection, that a special Government school of any sort or kind for so-called "cadets," prior to entrance into the Army, is a mistake. We do not find in any other profession—the church, the law, or medicine, or any other civil calling—that it is considered necessary there should be special instruction before-hand given to aspirants before they have been inducted into it. A general course of instruction is of course open to everybody, and students can select those studies which suit their disposition or their inclination, or the examinations through which they will have to pass; therefore I do not see why there should be any difference in this respect with regard to admission into the Army. No doubt there is a portion of the Army which is highly scientific, and it may be a reasonable question whether the class of Officers that enters it may not require some particular course of previous instruction; but even as a preparation for Engineers or Artillery, it is scarcely more than mechanics and chemistry, that is in excess of education for the Line. The only class that seems to me to require a particular course of instruction before admission into the service of the country is

that of the Officers of the Navy. There are such intricate and elaborate matters connected with the Navy, such as ship-building, ship-navigating, and ship-fighting, that it is hardly possible to suppose there can exist any class of men in the community who would be capable of at once entering into the Queen's service in the Navy without a course of education peculiarly adapted to that profession. But what strikes me as extraordinary with regard to the stipulated education of the Army is this, that whilst the most arduous, the most elaborate, and the most trying examination is required for cadets about to enter the Service; yet as soon as they have passed this ordeal, and do enter the service, the State seems to wash its hands of them altogether, and never to care one jot whether they retain what they have learned, or whether what they have learned evinces itself in useful results, or can in any way whatever be turned to good account, either for the public benefit or that of themselves. There seems to be an earnest and eager rush to get into the Service, but that position having been once attained with great difficulty, from that moment the whole thing is left to take its chance, and no inquiry whatever is made as to the results. The great mistake, I think, consists in this, that we throw all our attention upon the boy, and none upon the Officer. For my part, I think, instead of being so anxious about the education of the boy, we ought rather to inquire whether any practical good is derived to himself from this exceptional education. From what I have heard, from inquiries amongst Commanding Officers, I do not understand that those boys who come into the Army after undergoing these arduous examinations make, upon the whole, particularly good Officers, or that they are particularly well furnished with the information which good Officers ought to possess. But what I think is the great grievance, and what I am anxious to put prominently forward as the great evil of the present system is this, that from the moment a young man becomes an Officer at a time of life between twenty and thirty years of age, which, as every man knows from experience, is the time when he can acquire most information, from that very moment it is patent to every one that not one single attempt is made to give him professional knowledge beyond drill and the habitual fulfilment of regimental duties in the barrack-yard. I think this is to miss a very great advantage. I do not at all wish to propound any particular system of education, neither do I think that what Colonel Collinson has suggested here would carry out my object. I wish to see every young Officer, before he attains the rank of Captain, tested as to of what his knowledge of his profession consists. I do not know whether any gentleman present may remember the circumstance, but many years ago a Captain Peters established a new system of equitation for the British Cavalry. The riding-house at the Regent's Park barracks was appropriated to the task, and all the Cavalry Officers of the Army were required to go in squads from time to time, according to a roster that was established, in order that every Officer should be instructed in equitation under Captain Peters. I should wish to see a similar principle adopted with reference to that I have above suggested for the education of the subalterns in the Army. I should wish that those subalterns in the Army, who, in their turn of duty with their regiments find themselves in England, should be required, a certain number at a time, to go up for a few months for the purposes of instruction to the Royal Military College at Sandhurst. I do not know precisely the expense of the present maintenance of the Royal Military College; but there are no less than fifteen commissioned Officers and thirty masters and teachers, who constitute its educational staff. Now, I should like to see the junior department put down altogether, as the special school for gentlemen cadets. You see, there would be ample means, as far as the cost is concerned, of carrying out the plan which I am anxious to see adopted, namely, that the building now used for the boys, with a certain number of superior Officers to maintain discipline, and a certain number of professors and teachers, should be set apart for young Officers, who, in whatever numbers at a time might be thought desirable, should go up and take a turn of education during the period that they are subalterns at home. I am aware that a proposition of this kind has more sides than one; for example, that it might not advance materially the education of Officers. I am very well aware that it would not be easy to get young men between the ages of twenty and thirty to pass their time in study at Sandhurst, unless there were some absolute

advantages to be obtained by so doing; but I desire it to be made an absolute obligation on the part of the Government that they should do so, with the view of rendering the entire class of Officers more fit for service, and that they might be more fit for other duties of life after they quit the service; to which matter I will return presently. The only course that could be pursued for Officers of this class would be to give them oral instruction. It would be perhaps, impossible to get them to sit down to pen and paper and study mathematics, or subjects of that nature. My idea is that their instruction should be limited to very few subjects, such as military history, military drawing, military geography, and the principles of attack and defence. Military history is a subject to which I have devoted much of my attention, and I feel that it is the subject of all others that contains the best instruction for an Officer desirous of being initiated in the art and science of war. I do not know any scheme of instruction that could be desired which would give to an Officer so much valuable information as from the examples to be obtained from the reading of military history. One would like to see old Officers who have returned home from India, and from various other parts of the world, in which they have seen the practice of war, one would like to see such men rendered useful by inculcating some of their acquired knowledge of war on these listeners at the Royal Military College, giving to the rising generation of their brother Officers the benefits of their experience, pointing out to them what peculiarities and circumstances there are in the actual practice of war, as derived from their own experience and the history of the past. Young Officers can see no service at the present time, and it is not much to be expected that there should be any chance at present of seeing service in the field. How, then, can they possibly obtain any knowledge of what actual service is, unless you can convey it by instruction, drawn from personal experience, and the examples of history? I dare say, after all that can be said or done, many of the Officers would go away not much the better for anything that can be said or taught, inasmuch as they might neither care to listen to what they hear, nor to retain their knowledge. But what I feel is this, that there are a great many Officers of a totally different temperament; men who, in the experience of all of us, are not willingly left alone in country quarters, or barracks, to idle their time away, and lead a mere listless existence, if they could attain to any usefulness whatever; and this is by no means a small class: generally speaking the most valuable Officers are found in it, whose natural energies and ambition want to be gratified; and, I think, if these men once acquired a taste for learning and a little instruction, that they might be led on to drink deeper of "the hyperian spring." It is a good thing for a man to acquire a taste for study, but I believe they rarely acquire it from their competitive examinations, where all is mere "cramming," which fatigues and tires them to death. The instruction they would get from lectures upon actual service, given by Officers of experience, would call forth a very different taste for study, and lead them, in a great many cases, to read military history for themselves; if the inducement and leisure were afforded them. I think we have no right to conclude that young Officers would not give their attention to subjects of professional attainment, because, under the present system, they have never been led or induced to do so. I think if they were properly educated and informed upon a better system, they would rejoice in it, and their spirit would be roused to continue their studies in them on joining. I am aware that I am speaking to many military men who denounce all instruction on these subjects, who rejoice in the conclusion that as we have always been "victorious and glorious" wherever we have been, that, therefore, we can do very well without instruction, and that there is no necessity for it. I demur to that feeling altogether. First of all, I deny that the Army ought to claim any very great merit for what is rather the attribute of the nation that makes the Army; it is the spirit of the people, in their highest national characteristic, that makes the Army "victorious and glorious." But however that may be, I do not see that that is any reason why the Officers of the Army should not instruct themselves, and improve their "victorious and glorious" position by reading. I am well aware that in a matter of this kind I am not likely to find that all who hear me will agree with me as to the employment of all the junior Officers of the Army in military instruction after they

join their regiments. But what I want to do is, to ventilate the subject. I am glad to find, from information I have received this very morning, that the Royal Commission on Military Education are about to take into consideration some scheme that will probably lead to this issue. I said a short time ago that it would be better for Officers to learn a little, and that a little mental culture would be advantageous to Officers, and would lead them to acquire more. But there is one other consequence that would, I think, flow from this. We all know how many Officers, in our experience, have retired from the Army after twelve or fifteen years' service, either to marry, or otherwise; these men go away, and they find the contrast of idleness to abstract service so great, that they would give their heads and ears to be employed anyhow. Well, the only pursuits they are fit for, as we know, are to become the governors of gaols, or to take charge of the police. Now, if they were better instructed while with their regiments, and had acquired a taste for instructing themselves, they would be fitted for many other duties, and I am perfectly certain they would obtain employment of a more suitable character. And, indeed, I think the time may come when Government may be pressed to employ these men in Government offices; but at present the Government is less likely to give employment, on account of their insufficiency of much useful knowledge. I will conclude by candidly expressing my individual opinion that the way in which Government manages the young Officers of the Army is, without exception, the most demoralizing and the most injurious to character that can be well conceived, and that it is very little creditable to the British.

Captain S. FARRELL, R.E., Professor Royal Military Staff College, Sandhurst: I think the chief proposition that Colonel Collinson has put forth is this, that "one general school" would suffice; and with that, he would lead us to accept the opinion, that this school should be for training the Artillery, Engineers, and Staff, while the great mass of the service, Infantry and Cavalry Officers would not require special training in a military school, but would be best drawn from the public schools of this country. That proposition must be very attentively considered, because I am sure that Colonel Collinson would be the last man to wish us to deny the truth of the old saying, "Knowledge is power." It appears to me from this paper, and from the remarks made by Sir Edward Cust, that between "twenty and thirty years of age" is considered the best part of a man's life for study. That quite upsets our old notions that the best time for education is while we are young, and that we should be taught when young. I think it most important that the foundation of education should be laid in our youth. We all know what the public schools are; and I do not think the great body of Englishmen will tell you that knowledge, as *knowledge*, is gained by a large mass of boys at public schools. But even if it were; *how* does Colonel Collinson propose to draw young officers from them? If young men are required to pass a test examination, is it not certain that public school boys would compete disadvantageously against those who have been privately taught? You will have no doubt on this point, if you examine carefully the records of Army examinations for many years past. Boys taught, three or four at a time, by an intelligent and earnest man, must have an immense advantage. That is the secret of success in getting into Woolwich; we were first thoroughly taught by a man, whose whole object in life it is to get boys well in, high on the list for Woolwich Academy. I am not now speaking from the point of view of a professor of either of the two junior schools. I have, perhaps, the advantage of knowing what men who have been through those schools are, when they come to the *Staff* College, and I am perfectly certain, that if you wish to have a man fitted to enter the Staff he must, as a boy, be taught the elements of many subjects. For instance, it is most grievous and vexatious to a man of twenty-five or thirty years of age to have to commence the rudiments of drawing and fortification; to be so stiff-fingered, that he cannot make an outline sketch of hills, and to be so tied down to the details of drawing "scales," and the simplest plans and sections in fortification plates, that he can make no progress in the theory or practice of the subject. It is most fatiguing to him. I am perfectly certain that the best education in these subjects must be begun in youth. It has been said to-night that we must speak openly here as brother Officers. Well, what

are our present schools? We have two schools, Woolwich and Sandhurst. Now, do people mean to say that those schools are failures? You may hear it said, the Sandhurst cadets coming into regiments are not very favourably looked upon, and objections are made to them. But will you deny that, at least Woolwich Academy has done good work? Sandhurst hitherto has never had a fair chance. I feel convinced that with the progress of events, that Institution can be so ordered as to produce much improved results. I should then vote for two schools in preference to one, because, if you have a monopoly of anything, it must be bad; and if you have the two schools well constructed, well organised, one will help the other. We should go from one school to the other school periodically, and see how each was going on, and take hints where we could improve either. I believe they would immensely, and I am certain that Sandhurst has improved very much of late years; and that it is now in a fair way of doing very well. But Colonel Collinson's proposal ought to be considered, perhaps, from another point of view. He says it is a bad thing to narrow your sphere of education. Is he not by his scheme narrowing the sphere of education for the Staff, which is the most important part of the Army? He says no man should get on the Staff unless, as a boy, he acquitted himself well. Why should you put a blot against a man's name, because as a lad he has not distinguished himself? It may be, and it is so, that some natures do not develop themselves in early life. A man may have been a little wild in his youth, but he might come to the front afterwards. It would be a very hard thing to adopt in our service the plan of only letting those men serve on the Staff who were formerly good boys. I think our present Staff system can scarcely be improved, as far as the Council of Military Education have laid it down. Of course there are many points of detail, which it is not for me to go into; but we have at present a wide field, with, at least, two *special* sources of supply, supplemented by five or six years' subsequent service as regimental Officers, with various other precautions taken as to the fitness of candidates for the Staff College, and to resign or abolish all this in favour of Colonel Collinson's plan would be, I submit, to the disadvantage of the future Staff of your Army. Now to go to another suggestion, how can you expect a young man when first commissioned to go to a regiment and learn as Colonel Collinson thinks he will learn? I maintain it would be doing him the greatest possible injustice. There are no inducements to study, you never could make it easy to study while with the regiment. He must come either alone to a regiment stationed apart, or he must come with half a dozen other youngsters to join at some large station. In large garrisons, or at depôt battalions, half a dozen young men enter the service at the same time. Can you picture to yourself the special inducements they find to study? It is a hard thing to study in a barrack room. It is a difficult thing for *any* man, even the most determined, to surmount the obstacles that beset him. His time is cut up, and frittered away by the details of regimental duties, daily parades, &c., &c., and is it likely that any, beyond a very small proportion, will be proof against these and many still stronger inducements to a life of greater ease, of one of pleasure rather than of work? He has work of a different nature to attend to, and his "head" work ought to have been previously advanced. You would do him far greater justice, and he would have learnt far more at a school, having had an extra stimulus by working with others. I do not know that I should here like to propose any particular system of study, because I have not been called upon to consider the subject very minutely. But I should rather object to taking Colonel Collinson's view of the course of *Entrance* examination, that is to say, putting mathematics first. I think that is against nature. I should put before a lad what nature makes it most easy for him to learn. We know that languages and the imitative arts are the most easy of acquirement for a boy up to sixteen. I should give him plenty of "Languages." Nature not only points out that these are what he can learn best, but they lay the foundation for a gentleman's education, give him a facility of expressing himself, and of mixing with the world. Mathematics, I would rather take afterwards. He should certainly be led to practise drawing, so as to get some freedom of hand, for many have at a later period of life found it difficult to acquire. Of the men who come to the Staff College, those who have been cadets have a great "pull;" they have an



*immense* advantage. That is plain matter of fact, recognized year after year by the members of every fresh batch. But in addition to drawing and fortification (concerning which there can be no question), why should you not teach young lads some science? Why should they not have an opportunity of attending lectures on Chemistry, and have the advantage of a laboratory, which they cannot have in a Regiment? Why should they not have their attention turned to Geology? As Sir Edward Cust says, it is a great advantage to a man in after years to have some subject of interest, and surely you must lay the rudiments of this knowledge with boys. There is one more thing, I should like to say, that is, if you work a boy hard from twelve to eighteen, you ought, I think to give him a holiday for a time—not an unlimited holiday. Nature will not continuously work! work! work! Give him six months or six years of work if you like, but then give him a little holiday. A young Officer, after working from twelve to eighteen, may go into a Regiment, and apply his mind to a new course; he may acquire much knowledge of the world, knowledge of foreign countries, &c., &c., all very essential to his future career; and after a time he will return to study with fresh zest, and will give the whole of his energy to further reading, provided a certain foundation has been laid before. I quite hope and believe that the present discussion by the Royal Commission will lead to a great improvement in our military schools. There is nothing to hinder their being made most valuable, with improved organization. But no Establishment in this country has ever come to the front, unless it was under the control of some guiding genius. It is so with any successful mercantile establishment (whatever it may be), there is the spirit of some able man who has guided it throughout, and formed its character. This is what we want in these Military Colleges. I do not say he should be a first-rate scholar, but a man who would command the confidence of the young, and be in all respects an able Chief.

Sir HARRY VERNEY, Bart., M.P.: I cannot agree with the sentiments of those Officers who seem to think that it is quite unnecessary for young Officers to be instructed before they enter the Army; because my idea is that an Officer, who has passed a course at Sandhurst, and has learned what he may learn at Sandhurst, is perfectly ready to take the field in active service; and to perform all the duties of an Officer in the course of two or three weeks. I should say it would take twice as many months to one who comes straight from a public school, and who has had no military education whatever. There is one special branch of military education which I think we hardly attend to enough, and which cannot very well be taught in a Regiment. I allude to the facility of rapidly and correctly surveying. I think there is nothing that an Officer ought to learn so much, and to have so much at his fingers' ends, as the power to ride over a country, and then when he gets back to his room or his tent to make a sketch of the country he has been riding over, showing with tolerable accuracy the features of the country, comparative heights and inclination of hills, &c.; that is a subject that ought to be taught. When I was at Sandhurst I was taught it to a certain extent. I believe that many who were cadets with me at Sandhurst were able to run over Bagshot Heath, come back to their rooms, and make some sketch of the country they had crossed. I think that is a branch of instruction which is peculiarly necessary for an Officer; it is not very easily learned in a Regiment, and it is much more easily learned when you are under 20 than when you are above 20. I think what Sir Edward Cust has said with regard to the attention paid to cadets, and the neglect of them when they become Officers, is a matter of the greatest possible importance. I daresay many Officers here have been present at reviews in foreign countries. I have been present on several occasions, and have been very much struck indeed, with the knowledge of practical warfare which is acquired by the Officers of the different *Corps d'armée* in Prussia, France, and Switzerland. In Prussia the different *Corps d'armée* manœuvre against each other. It is left to the ability and knowledge of the Officer commanding, and of the Officers of his staff, to manœuvre these bodies of troops against each other, as they would in actual warfare. We could perfectly well acquire that knowledge in our own country; I do not see why we should not. It would be extremely interesting to all military men, and I believe we should all learn a great deal by the practice, and that in exercises of this sort it would be found out which

Officers naturally possess that military ability. The sort of military ability to which I refer, is born with men. There are some people, possibly the ablest men in other knowledge and acquirements, who have no power of topography. I have been walking in the Mall in St. James' Park with Baron de Bunsen, the most learned man perhaps with whom I have ever been intimate, and he has said to me, "I do not know whether the Horse Guards or Buckingham Palace is in front of me, unless I see them." He had no knowledge of topography; another man has a map in his head, and an intuitive knowledge of locality; it was born with him. That is the very knowledge without which a man cannot be a great soldier. It is quite impossible that such a man can ever be a Quartermaster-General, or can command an army well. The great thing is to ascertain, what men possess that special talent by nature, and then to develop it to the highest degree. I believe it can be much more easily ascertained at a Military College than at a public school, or in a Regiment in our present regimental life. You find out at a Military School who has the talent. Sandhurst has been spoken of slightly. Now, I think we learned a great deal at Sandhurst, and I have no doubt that we might have learned, but for our own fault, a great deal more. If any of us had gone out to the Peninsular war, I believe within a fortnight of our joining we should have been perfectly fit to be trusted to march a company across the country, if necessary, to throw up field fortifications for sudden defence, or attack those of the enemy, or to describe the country on paper. I think a man may learn all that at a Military School, which is of the most essential importance to him in service. It is all drill in time of peace, and you may have time to learn these things. But suppose we are engaged in war, a cadet sent from a Military School and getting his commission would be able to go at once to the scene of war, and to protect himself and his men; therefore, I am certainly of opinion that Military Schools ought not to be dispensed with, and I think with the Officer who spoke last, that they might be made very useful and very practical. I hope the Military Commission now sitting to consider the question of military education, will suggest something of the sort, with the view to improve the knowledge of Officers in the Army. It would also render the service more interesting and attractive, because I believe the more our Officers are educated, the more interesting they will find the service, and the more they will be attached to it.

Colonel C. ROBERTSON, Commanding 2nd Battalion 8th Regiment: I have but few observations to make. I shall endeavour not to go over any of the points which have been touched upon by Sir Edward Cust, or the gentlemen who have just spoken. I look upon the Army as a great training institution; in time of peace we all know that it is nothing more than a gigantic school. I think every Commanding Officer who appreciates properly his duties must feel that they are essentially those of a schoolmaster, and that his efficiency as such, mainly depends upon his success in training the Officers and men under his command to fulfil certain duties, and to perform certain exercises. He has no doubt other duties to perform, administrative duties, the duty of carrying out discipline and conducting courts martial. But I have always felt that my essential function was that of a schoolmaster. Consequently, I have taken a great interest in all questions of education; I have read everything that has come in my way both as regards the education of civilians and the education of the military. The conclusions I have come to I will endeavour to state in a few words. To make the subject clearer, I will separate the education of the military Officer into different parts—the preliminary education before he gets his commission, and then that which he receives after he joins his regiment. As to the preliminary part, all I should say is, that I entirely agree with Colonel Collinson, that special education is not required,—that it is positively hurtful. I think we cannot do better than take our Officers from the public schools. Experience proves that they make the best Officers; but besides appealing to experience, I think I could give reasons that appear to myself worthy of consideration. Why Sandhurst, where no doubt the course is excellent, where the professors are eminent men, and where there is great zeal shown in teaching, does not produce the effects that it might be expected to produce; the reason of this partial failure is the same that was given in the case of the public schools for the comparative failure of the immense expenditure of time and money to produce good

scholars. It was said that at Eton the boys were the sons of men of rank and fortune, and that they had consequently no inducements to learn, they were very idle, and many of them turned out to be indifferent classical scholars. Now, I think the same cause which renders the education of Eton boys a partial failure applies with great force to Sandhurst. I will not say that an Officer is always the dunce of the family, but the majority of young men that go to Sandhurst for commissions are not young men of studious dispositions. If they go into the Cavalry or Infantry, they know that their deficiencies, whatever they may be, will not prevent their getting commissions. Therefore, I say, the men that go to Sandhurst are not men that go there with the intention of studying hard. You collect together all the idle young men of the country, and then you expect good results. Certainly you ought not to expect them. Let the teaching be ten times better than it is, and you will still get bad results if you put all the idle together. This consideration accounts for what is certainly a fact, that the young men who come from Sandhurst are not, generally speaking, good scholars; the reason is they are not generally young men of studious dispositions, and that they are all collected at one place. I think if they were scattered at different schools, at Harrow, at Eton, at Rugby, you would have better results. I shall say very little more on the preliminary education of Officers, except this, that I wish it was extended a little more. I wish the ages at which Officers get commissions, instead of being from 18 to 20, were from 20 to 22, so that we might have young men from the Universities, of whom there are very few in the Cavalry and still fewer in the Infantry. I think it would be a great advantage to have more University men in the Army. Any young men joining the Army with a degree, I should put senior to every Ensign who did not possess some equivalent certificate. When he joined the regiment he should not be put at the bottom of the list of Ensigns, but he should be put above every Ensign who had not received a degree or other certificate requiring an equivalent amount of labour. Eighteen is the age young men leave the public schools and go to the Universities. At eighteen I should have an examination, similar to the Indian Civil Service examination, to select candidates for commissions without purchase.

In the Civil Service examinations no special subjects are prescribed, but the candidate is allowed to select any subject taught at the school in which he has been brought up. Candidates for commissions without purchase should, I think, be required to pass a preliminary competitive examination admitting of the same latitude in the choice of subjects. The successful competitors should receive conditional nominations to commissions, confirmation being dependent on the nominee within three or four years either obtaining an University degree, or else obtaining a certificate of having passed such an examination as evinced a competent knowledge of such subjects as might be prescribed for a special course of military studies extending over the same period of time as is required to obtain a degree.

I think such a system as this would produce better results than the present system of bestowing commissions without purchase exclusively on Sandhurst cadets.

The best men of a single school, and that an exceptionally idle school, could not possibly be so good as the best men of a set of competitors drawn from all the schools of the country both public and private.

I will go on to state what should be done with young men when they join their Regiments. There is nothing more difficult than to get young Officers of Cavalry or Infantry to do this kind of work; even to teach them their military duties is difficult. The system of regimental instruction is very monotonous and uninteresting, and there is no inducement held out for Officers to work voluntarily at extra studies. With the exception of a few men who go to the Staff College, the others have, generally speaking, no inclination to study. It is very difficult to devise any plan of instruction that will operate upon the whole mass of Officers. I myself should consider such an attempt as quite hopeless. In this respect I differ from Sir Edward Cust. I think such a plan as he indicated, would result in ingenious evasions and delusive shams. I feel sure that any attempt to make instruction systematic and study obligatory, would be intensely disliked, would be pertinaciously resisted, and would produce no good result. I do not therefore consider it advisable

or practicable to attempt to render the instruction of Officers systematic and compulsory in any other subjects than those which are essential for the due performance of the daily routine of regimental duties, and in which, by existing regulations, Officers are required to pass an examination in order to render themselves eligible for promotion. As regards other subjects, the only plan which seems to me the least likely to produce any good results is by suitable inducements to encourage Officers voluntarily to devote themselves to certain studies, and to acquire such kinds of knowledge and skill as it may be thought useful and desirable that a certain proportion of the Officers of every Regiment should possess.

The difficulty would be to devise some inducement which would prove an effective motive to study. I do not think the present system of selecting Officers for promotion good. The purchase system is, I think, a very bad one, but I doubt if it would be an improvement, to substitute for it a system of regulating promotion by mere scholastic attainments. I think to reward such attainments by promotion would be very objectionable for many reasons; but I do not see any objection to rewarding them by increased rates of pay. This is the only inducement to study which I can think of, which in the present state of our military institutions, and while the present system of promotion is maintained, seems the least likely to prove practically effective. Let us, for instance, say that an Officer devotes himself to the study of French, and is certified by an Examiner appointed by the Council of Military Education to have made himself thoroughly master of the language, that is, able not merely to read it, but to speak it fluently, and to write it grammatically. I should say this acquirement would be well worth a shilling, or even eighteen pence a day. This extra rate of pay I would grant, not permanently, but only for a limited period, say two or three years. At the end of this period, the Officers should be required to pass another examination, success in which would be rewarded by the grant of extra pay for another term. This would ensure knowledge, when once acquired, being kept up. To encourage the study of military history, and of the theory of the art of war, a similar plan might be adopted. Each year one or more campaigns and also a theoretical treatise might be prescribed for study, and an extra rate of pay granted for one year to all Officers adjudged by competent examiners to have made themselves thoroughly masters of the prescribed course of study. The study of mathematics, or the practice of drawing and surveying might be promoted in the same way. In fact, what I say is:—encourage excellence of every kind; encourage voluntary effort. Offer some suitable reward for the acquisition of any kind of knowledge or of skill in any art, which knowledge or which skill is susceptible of a useful military application, and which it is therefore desirable that Officers should possess. Possibly some merely honorary reward might be devised which would prove a sufficient inducement to promote voluntary study, such, for instance, as permission to wear the undress uniform of the Staff, or distinctive initials in the Army list.

The effect of such inducements might easily be ascertained by actual experiment. My own opinion is that a mere honorary reward would not prove sufficient. Officers would feel that money is the real test of value—that labour repaid only by a complimentary order or by some purely honorary distinction was in reality, labour lost—that their attainments, however great, whatever might be their intrinsic worth, had no real professional value. In 1841, on rejoining my regiment in Dublin after a two years' course of study at the Senior Department of Sandhurst, I was asked by the Commander of the Forces, Sir E. Blakeney, to make a survey of the Phoenix Park, on a scale of six inches to a mile. On completing my plan I showed it to Sir T. Larcom, who was then at the head of the Irish Topographical establishment. Sir Thomas laughed and said, "Yes; the plan is well enough done, and I dare say you will get a civil letter from the Adjutant-General in return for it; but what good will that do you? The authorities have no use for such things; they have plenty of them, some as large as this carpet, some only the size of a sheet of note-paper. They are all equally useless, and are only asked for as a matter of *form*."

If there be any increase of efficiency, any real military advantage to be gained by inducing Officers to devote their leisure time to the acquisition of certain arts and

ences, then that advantage must be worth paying for—must have a certain money value, be it more or be it less. Even a very small sum expended in the way I have suggested, that is, rewarding special attainments by extra rates of pay, would, I imagine, produce a very considerable effect in inducing a very numerous body of Officers to devote their leisure hours to study and to compete for the rewards offered.

There is one point, and only one, in which I totally disagree with Colonel Collinson. I think it a false principle to determine at the time a young man leaves school and receives his commission what his future career shall be; to say, "You have been dull, or you have been idle, or you have been dissolute and reckless; or, if not, if your abilities are good, if your conduct has been irreproachable and your diligence exemplary, nevertheless, no matter why, you have failed; A, B, and C, have passed a better examination than you have, therefore, henceforth for ever they shall be first and you shall be last; you shall never compete with them again. For the future, success is impossible, therefore exertion is useless. The doors of the Staff College are closed against you; there is no avenue open through which you may reach future distinction." Now, many a dull idle boy turns out an intelligent industrious man—many a worthless cadet an excellent Officer, nor are examples rare in which the reverse of this happens, when the promises of youth are not fulfilled by what is accomplished in after years. Therefore I say, let every Officer who receives a commission, be encouraged to exert himself. Let him who has been successful at school be encouraged to persevere; let him who has failed be encouraged to try again; let all be incited to work. Let the doors of the Staff College be always open to the first; let it never be too late to begin the race. Let the present system of selecting Officers for Staff appointments be maintained, and Colonel Collinson's proposal, rejected. More than that, we know there are only a certain number of vacancies on the Staff, and that there are not sufficient openings to reward every man who succeeds in the Staff College. Therefore, I think it desirable that every man who passes the final examinations with credit should, in addition to the chance of a future Staff appointment, have some certain present advantage. Allow him, for instance, to wear the undress uniform of the Staff, to have certain initials put against his name, and let him also have some substantial reward, eighteen pence or half a crown a day. Until appointed to vacancies on the Staff you might utilise the service of these men by employing them as regimental instructors. But, whether their services can be utilised or not, I think by the mere act of their having gone through a special course of study, and having prepared themselves to serve the country in the capacity of Staff Officers in any emergency, such as war, which requires an increased Staff, they have performed a real service, which is well worth paying for. I think it would be mere justice and a wise expenditure of money to give such men a retaining fee of two or three shillings a day. A little knowledge of accounts, a little knowledge of drill, a little knowledge of military law, all of these are absolutely essential, and instruction in them must be compulsory. But beyond these essential things, I think all work should be voluntary, and should be rewarded by extra pay. I would not attempt to say to Officers, who as a body dislike study and would not care to spend their time over books, "I insist upon your studying," unless I was prepared to reward them for their proficiency. Unrewarded study, if compulsory, would, I feel sure, degenerate into a sham. Moreover it is not necessary, nor even desirable, that every Officer should be a student. All Officers cannot be on the Staff. For leading troops, which is the chief and essential duty of a Regimental Officer, what we chiefly want are qualities not to be acquired by study, we want daring, pluck, and common sense, or rather what Colonel Collinson calls the imaginative faculty, quickness of perception, and readiness of resource. The very best Officers in the junior ranks do not want any theoretical knowledge for the perfect performance of their special duties: they want good nerve, good practical common sense, and daring. Let us utilise the talents of everybody. If an Officer is a student, let him be rewarded by Staff appointment suited to the extent of his attainments. If an Officer is averse to studious pursuits, but possesses qualities of character more valuable in war than

quickness of intellect and a studious disposition, actual service in the field will afford him abundant opportunities of proving his worth, and of acquiring distinction. Let such an Officer be rewarded by rank or honours proportioned to the value of the services he renders.

Captain MARSH, R.E.: There are one or two points I should like to mention which I hope Colonel Collinson will clear up in his reply. I cannot conceive that he means to propose, as it has been supposed by two Officers, and as this paper gives the impression, to limit the Staff appointments of the Army to those cadets who qualify in this school. I cannot conceive that he means that, nor, for one moment, do I believe that. Therefore, I hope he will clear that point up in his reply. Nor do I gather from his paper how Colonel Collinson proposes the examination should be conducted on leaving the school. I rather gather from what he says, that the three special branches of the Service, which he alludes to, should be open to those cadets of the school who qualify in special subjects. I do not quite understand whether he means that they should all meet together in a competitive examination, or that the cadets who are going for Staff appointments, should be examined in the particular studies he adverts to, or whether they should all study together and take rank accordingly. If he intends that, they should select one of the three branches, and then only those cadets be examined for their places in that particular branch of the Service. I think that would be well. But I think it would be unadvisable to examine all the cadets together, and then bring them out according to their places, 1, 2, 3. I think that is the great question in these establishments of a special nature. I do not think, under any way of looking at it, that it is desirable to have an inferior class of men in the line, and a superior class of men in another branch of the Service. I think they each want the best men.

It is quite a question whether the difference, which I believe is generally acknowledged, between Sandhurst and Woolwich, is not due to the fact that there is a stronger competition at Woolwich; there are the two distinct services; the Artillery and Engineers, and that induces competition. There are a number of cadets who go to Sandhurst, who never think of competing at all; and in that view there are a number of boys there who never do anything, and they get their commissions without purchase. I think that is a bad thing for Sandhurst, but it is very difficult to see how it can be avoided. The same kind of thing obtains in a less degree at Woolwich. I think all who have been at Woolwich will allow that there were a certain number, a very limited number, who felt that they should go into the Artillery, and who did not care very much about working,—they felt tolerably certain of getting into the Artillery. That was not a good flung. As regards the proposal to throw open the whole of the commissions in the Army to competition from the public schools, there cannot be a doubt that for the country in general it would be a great advantage. I think we must also look at the question from this point of view. Many Officers after they have served twenty years in the Army, go back into the country, and take their part as citizens in different walks of life. Therefore, to throw open three or four hundred commissions in the Army as premiums to the public schools of the country, would be a very great gain. In that view I think there is a great deal to be said in favour of electing to commissions in the Army from the public schools of the country.

Lieutenant-Colonel OWEN, R.A., Professor of Artillery, Royal Military Academy, Woolwich: I should like to say a few words after the remarks of Captain Farrell. There are several points which I might have alluded to, but it will be unnecessary for me to mention them now, because they have been so exceedingly well put by Captain Farrell, that it will be enough to say I entirely agree with him. But there are two or three points I should like to refer to, with regard to Colonel Collinson's paper, and also with regard to what has been said by one or two of the speakers. The idea of Colonel Collinson seems to be a school for the Artillery, the Engineers, and the Staff. I cannot help feeling myself that such a plan would cause a very great complication in any establishment devised for that object. At the Royal Military Academy at Woolwich, we have the Artillery and Engineers trained; and although they go through precisely the same course, there

is sufficient complication to create considerable difficulty. And I must say, as far as I am concerned, and I have no doubt there are a great number of Officers who agree with me, that it would be a great pity to separate the Artillery and Engineers at Woolwich. The services are so intimately connected, that every Artillery Officer must feel that he requires to have a considerable amount of knowledge of fortification. On the other hand, every Engineer Officer must feel grateful for what he has picked up at the Royal Military Academy in the way of artillery knowledge. Therefore, I consider it would be a great evil to separate the preparatory courses for these two Services. I consider the same course should be gone through for Artillery and Engineers at the same school. As regards the rest of the Army, I should be disposed, like Colonel Collinson, to trust to the public schools; and if it is thought desirable by the authorities, or whoever might have charge of the subject, instruction should be given to line Officers, after they get their commissions. I think this must be perfectly clear, that, if Officers joining any branch of the service are required to know military history, surveying, or subjects of this kind, it would be perfectly impossible to instruct them by twos and threes in different places; you must teach them together in certain classes at the Military Schools. With regard to the necessity of having a college for the Artillery and Engineers, one good argument in favour of such a course is this, that it is found necessary in every nation in Europe. Independently of that, I think there is so much special knowledge required for the Artillery and Engineers, that it would be very disadvantageous, indeed, to turn Officers into those services, not knowing anything at all about them. To take my own branch of the Service, the Artillery; in the Crimea we received a number of Officers direct from the Academy, and a number of Officers were sent out in the same manner to India during the mutiny. Now, it would have been most prejudicial to the service if they had known nothing of their own branch of the service when they came out. I say those Officers, coming out with a certain amount of training was a great advantage to the Service. With regard to the preparatory training for Woolwich or for Sandhurst, I should like to see more men come from the public schools. Everybody knows what inducements have been offered by raising the qualification in classics, and lowering the qualification in mathematics, to get boys from the public schools. It is the fault of the public schools themselves if they do not send more. There are certain examinations laid down for the Military Colleges; several public schools have formed special classes, and have been successful in sending boys to Woolwich and Sandhurst. I may mention Cheltenham, Marlborough; and there are others; why cannot the other public schools do the same thing? No doubt they would, if a sufficient inducement was offered. We heard the other day that the Head Master of Harrow intends to form a special class there.

Lieutenant-Colonel KEPPEL, Gren. Gds.: Eton already has a special Army class.

Lieutenant-Colonel OWEN: With regard to the state of the Military Colleges, I should just like to say one or two words. Constant complaints are made in a popular way as to the state of discipline, and so on, at these different schools. If there occurs a little outbreak, there is a hue and cry raised throughout the country, "What a dreadful place this must be!" If you were to apply the same rule to all the public schools in England, you would hear of mutiny and disturbance almost every day; because most of these so-called mutinies at the Military Schools are matters that would be passed over anywhere else. At Woolwich, I must say, as far as my own experience goes, I think the tone has considerably improved during the past few years. I do not know what the case is at Sandhurst; but with regard to Sandhurst, there are two very obvious reasons why you do not get such good results from it as you do from Woolwich. One is, that the young men have to be there such a short time; the other is, that they have not a sufficient inducement. Any young fellow knows that his friends can buy him a commission; therefore, why should he work? If that is the case, it is a very obvious reason why you do not get the good results you might expect. By keeping the young men longer there, and by not allowing anybody to pass through unless obliged to try for a commission, you might get better results. With regard to discipline, I must say this, I have been a certain number of years at Woolwich, and during the whole time I have been there, I have never

had the slightest trouble with the cadets. I am quite ready to admit that in steadiness on parade and that kind of thing they are not up to the mark that they were formerly. But as to gentlemanly tone, they are up to the mark. I have never received the slightest impertinence; they always behave exceedingly well, and are always amenable to orders. Compared with former years, there has been a great improvement. In 1846 or 1848 the Academy was in an exceedingly bad state. By two officers, General Parker and Captain (now Major-General) Wilmot, the discipline was, however, restored in the course of a few months; and as long as I was there we were always considered in a very excellent state as regards discipline. It is now very late, and although there are one or two other points, I think I have said all that it is necessary to trouble you with.

The CHAIRMAN: I am sure that we all owe a debt of gratitude to Colonel Collinson, not only for having written this paper, but also for the opinions that his paper has been the means of eliciting from different Officers present at this meeting. I have no doubt the discussion will be of very great use. At this late hour of the evening I will not make any further observations. I cannot pretend to answer all the questions that have been asked with regard to Colonel Collinson's opinions. I will, therefore, only propose that we return our thanks to Colonel Collinson for his paper.

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