"Ah, but this proposed remedy is wholly disproportionate," replied Sir John. "If carried out at all it would have to go upon a definite basis of universal liability to military service. But that would give us an army immeasurably beyond our real needs, and in doing so would dislocate trade and hamper every industry in the country. There exists no such necessity with us as with Continental countries to have the whole nation armed and liable to military service.

5

no such necessity with us as with Continental countries to have the whole nation armed and liable to military service. We must be very hard pressed indeed and completely worsted at sea for a large standing army to be requisite in this country itself."

"What is your view then as to the principle upon which this country ought to act?"

"The principle of the 'armed nation' is no doubt the sound one if properly applied," answered Sir John. "Only it need not be strained into dragging every man in the country—within certain age limits—from his regular employment for several of the best years of his life, thus lessening his value as a worker and diminishing the country's producing-power. There is a very simple, straight-forward, and official method which virtually secures all the practical defensive advantage obtainable from conscription without the drawbacks of that objectionable system."

"This is indeed interesting. Pray explain."

advantage obtainable from conscription without the drawbacks of that objectionable system."

"This is indeed interesting. Pray explain."

"My opinion," answered the General, "one which I hold and long have held very strongly is that a certain amount of efficient military training should compulsorily form a part of every boy's regular education. That is to say, he should be thoroughly taught to use a rifle, and as thoroughly trained in military habits of discipline. This should not be any mere 'playing at soldiers,' but should be made an important and essential part of every boy's education. It would not impair his efficiency as a civilian; but, on the contrary, would improve him. Habits of discipline always stand a man in stead, and it certainly would not harm anybody to know how to use a rifle. Thus, if every boy left school a decent shot with the rifle, and with a sound practical knowledge of military drill, and familiar with discipline, there you would have splendid raw material for a future army. Indeed, it would be something much better than raw material, for it would be the best possible material more than half worked into shape. It would be a quick and easy operation to construct efficient armies out of such materials as these."

terial, for it would be the best possible material more than half worked into shape. It would be a quick and easy operation to construct efficient armies out of such materials as these."

"I presume you would make this school military training absolutely compulsory?"

"Absolutely," replied Sir John Ardagh. "It should in no case be optional, but should be as much a necessary and compulsory part of every boy's school education as reading, writing, and arithmetic. In public and private schools alike, I would have every boy in every school in the whole Empire thoroughly trained in this way. Then the Empire would never be at a loss for soldiers in case of need."

It seemed to me that the New Zealand Government might do worse than to take up this idea and give it practical effect. New Zealand has led the world in so many things that she might well do so in this matter too. I remember

effect. New Zealand has led the world in so many things that she might well do so in this matter too. I remember that a similar idea was broached in New Zealand many years ago by the late Mr. Chantrey Harris, who indeed went further, and advocated that girls as well as boys should receive this training at school. "A schoolgirl who knows how to use a rifle," he once said to me, "could kill an enemy's soldiers just as well as any man could, and why should n't she in defence of her country?" Why not, indeed? But at any rate we might begin with all the boys.

## APPENDIX II.

STATEMENT showing the Number of Recognised Public-school Cadet Corps in the several Education Districts of the Colony on the 30th June, 1904; their respective Strengths, and the Increase during the Year.

												•
Education Districts.		Number of Corps.	Captains.	First Lieutenants.	Second Lieutenants.	Colour-Sergeants.	Sergeants.	Corporals.	Buglers.	Privates.	Total of all Ranks.	Grand Total.
Auckland  Hawke's Bay  Taranaki  Wellington  Wanganui		40 27 8 31 23	36 17 7 20 20	42 29 8 21 15	25 7 3 8 12	36 23 7 17 19	106 66 24 71 59	64 24 52	40 27 8 31 23	1,179	2,009 1,210 349 1,430 1,044	
		129	100	115	55	102	326	269	129	4,817	6,042	6,042
Canterbury North Canterbury South Grey Nelson Otago Southland Westland Marlborough		14 8 7 10 34 8 3 4	13 7 3 3 28 7 3 4	16 8 6 7 26 6 3 4	6 3 3 4 28 2 2 2	9 6 3 4 16 5 2	35 25 37 15 86 16 5	30 27 12 15 73 16 3 12	14 8 7 10 34 8 3 4	695 373 174 432 1,729 325 95 155	832 465 252 500 2,054 393 119 201	
		88	68	76	50	49	231	188	88	3,978	4,816	4,816
Grand total of all ranks			168	191	105	151	557	457	217	8,795	•••	10,858
Total number of corps	•••	217		•••	•••	••••	•••		•••			217
Total increase in the Total increase in the Grand total	Sou	th Isl	and		a.r		I		Cor 19 16	9 5 -	Cadets. 888 878 	

Approximate Cost of Paper. - Preparation, not given; printing (2,025 copies), £5.