

who have served four years in the different positions of our military organization brevet lieutenants in that body hints the question: "What resources would the State have at her command in case of war?"

It has been calculated that Pennsylvania could have one million able bodied men, ranging in age from eighteen to forty-five, at her beck and call within a very short space of time. Ten thousand commissioned officers would be needed for these men. One thousand could be taken very easily from our national guard and a thousand more native Pennsylvanians, serving in our regular army would be eager to be detached temporarily for schools of instruction. Thousands of the G. A. R. would gladly teach and drill the students of our high schools and academies which would act as feeders.

Also, right here the work of our land grant colleges would be felt and the thousands who have been graduated from these state institutions with a training from the hands of the most skillful officers of the regular army would be prepared for the fray with as loyal and ardent a spirit as those who have been graduated from the *government* institution at West Point.

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There are such a number of reasons why military instruction in our public schools would be beneficial to the students and community that my purpose shall be to name only those most important to my mind.

But first—what would be a proper course of instruction for such schools and what would be the expense to the public? Beginning at the grammar school a systematic course of the "setting up" exercises for one-half hour daily would be just as good as any system of gymnasium work and would have the advantages of drawing a greater number into a good work and of preparing them for a better work beyond. These exercises could be taught to a class within a week if a half hour was devoted daily, the students being given the exercises in the aisles at their respective desks.

"Attention" all take the "position of a soldier" could be taught within five minutes time. If their windows be opened, five exercises given, in a sharp, rapid style a new life would be put into all the students.

From the grammar school the students after entering the high schools would be instructed in the marchings, of a column of fours, platoons, companies, street column, etc., and if guns were available the manual of arms might be required. A manual could be purchased for a trifle. An uniform costing no more than an ordinary suit of clothes would be proper at the high school and might be required.

Thus, the twig cultivated and bent in the proper direction in early life, would be taken to the land grant colleges, the crowns of the educational systems of the different States, to be graduated a brave, alert, loyal and manly tree. And thus by a military spirit cultivated in his own public school systems without any more expense to the state than at the present a better element would be brought into the militia and regular army and they would be raised to the highest standard of efficiency.

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Our flag—Patriotism—Military—Drills, are the three things needed in our public schools. Too much respect cannot be shown to the dear old flag! A flag that should be "cherished by all our hearts and upheld by all our hands."

Military drill enlivens patriotism and the *law* that patriotism should be taught, is the keystone of a republic.

WE HAVE GLEANED THE FACT.

That we are having nice weather once more.

That the baseball committee has failed as yet to get out the inter-class schedule.

That the *Press Bureau* is doing good work. We commend it to the student body. We believe it deserves the aid of every student. Each