



A TYPE OF ENGLISH GIRLHOOD.

(From a photograph by Messrs. Bassano, Old Bond Street, W.)

PROFESSIONS FOR OUR BOYS.

TRAINING FOR THE ARMY.

A TALK WITH CAPTAIN JAMES, R.E. BY RAYMOND BLATHWAYT.

EVERYONE knows "Jemmy's"—at least, by repute, for no crammer that lives has passed so many young fellows into the army as Captain James, with whom I recently held the conversation recorded below, and to whose care are constantly confided over a hundred young British hopefuls. I felt, therefore, I could not possibly go to a better man than he for information on the subject of training for the army. Captain James is a short, vigorous, very business-like man, of about forty-five years of age. His manner on the first approach appears to one abrupt to the point

of brusqueness ; but this impression soon wears off, and gives way to the conviction that one is talking to a thoroughly sincere and honest man, who is too much in earnest to waste time in mere conventional compliments. I began my conversation with the following remark, the answer to which I hoped would clear away a good deal of the misapprehension that is attached to popular ideas concerning life at a crammer's, which I trusted would allay many paternal heart-burnings, and which would clear the ground for all further inquiry. Nor was I wrong in my prognostications. And this is what I said to him :—

"Captain James, some three years ago I was engaged in visiting the chief public schools for the purpose of writing a series of articles in the *Pall Mall Gazette* on 'The New Era and the Public Schools.' I then learned from many of the head-masters that they were forming army classes in their schools purposely to obviate the necessity for parents sending their boys to crammers, where, as they alleged, their morals were practically neglected altogether, whilst the education they received was of the most superficial and temporary nature. Now, what have you, one of the chief crammers in England, to say to that?"

To which the reply came as follows :—

"What you say I have, of course, often heard before. I have no hesitation in saying that the public schoolmasters who hold these opinions, or *profess* to hold them, don't know what they are talking about. I am far from saying that every army tutor is an angel under heaven, but the large proportion of them are men who do their duty honestly and well. It is stated that the moral welfare of boys at a crammer's is utterly neglected, that they run wild, and are frequently ruined for after-life. Such, I assure you, is not the case here. We begin work at 9.30, and go on till luncheon ; then from 3 or 4 to dinner-time ; and no boy or young man is ever allowed to go out after dinner. Now I ask you, what chance a boy has of going wrong under such circumstances ? Why, he would have more opportunity at home or at his school than he has here. Of course, I cannot be responsible for the day-boys, any more than a head-master is responsible for the home-boys at a public school ; but I do undertake that no boy shall play the fool in *any* respect so long as he lives under my roof. Many parents complain that my rule is too strict. Very well ; they can remove their sons : it is a matter of perfect indifference to me ; but so long as they are under my care I feel absolutely bound to look after their moral bringing-up and their whole lives with the most scrutinising care. They are not allowed to enter a theatre or music-hall. To be discovered in a public-house would mean immediate expulsion. My younger boys are separated entirely from the older ones who come here either from the Militia or the Universities ; they live in separate houses, and they practically never meet. The Civil Service pupils also work apart as, also do officers who are reading with me for the Staff College ; for I believe in the system of isolation, both from a moral and educational standpoint. The whole art of ruling boys lies in keeping them in

small groups. And now to answer the ridiculous statement that boys are superficially crammed at these establishments. I utterly deny it, in the first place ; and in the second place I assert that such a statement, so far as superficiality is concerned, might much more truly be made of the public schools themselves. To begin with, I object altogether to the use of the word 'cramming.' 'Cramming' is the name given by inferior teachers to a standard of imparting knowledge to which they are unable to attain themselves. Which is the more likely to be well taught for the Army or the Civil Service : the boy who forms one of thirty or forty in a class at a large public school, or the boy who forms one of three, or four, or five with me ? Again, as to the class of tutor. I can't afford to keep tutors who are hideous failures. The public schools *do*. I know what I am talking about," vigorously went on Captain James, in reply to a feeble protest on my part. "I see more of the average product of the public school than anyone living, and I hear what the boys themselves have to say of them ; and I unhesitatingly say that at every school there are masters who, to use an expressive schoolboy phrase, are habitually 'rotted' by their classes. Now, what can you expect of such men but failure ? I keep no man of that kind. Every man here is not only a master of his own particular subject, but he is master of those confided to his care. Power of discipline with me counts for as much as power of teaching. Another point in favour of education at an army tutor's is this : that he and his assistants devote their *whole* attention to *teaching* ; here *education*, and not *athletics*, is the thing most thought of. Athletics—much as I believe in them in their proper time and place—have been, and are, the



CAPTAIN WALTER JAMES, R.E.

(From a photograph by Russell & Son, Baker Street, W.)



TEST WORK.

curse of our public schools. You know as well as I do that the chief worship at the public schools is athletics tempered with a little learning. Mind you this: I am no opponent of the public schools, because I think that the education and the associations a boy has at a *good* public school are beyond price, but I unhesitatingly say that I can pass dozens of boys who would fail if they went straight up from a public school, simply because, poor fellows, they don't get offered them the opportunities which I absolutely *enforce* upon them. My belief is that it doesn't matter what a boy is educated upon as long as he is thoroughly taught something, and the basis of that something has been of a literary nature. I prefer a boy from the classical side of a public school to one from the modern side, which is too often used as a sink, into which the public schools empty their rubbish. The weak part of all public schools is that they rarely teach the higher mathematics, and never properly in conjunction with classics. Again, no public school ever teaches modern languages to any extent; and it will be found, by reference to the Eton calendar, that nine-tenths of those boys who have obtained the Prince Consort's prize for French and German are partly of foreign extract, or have lived much abroad. Now, I firmly believe that at a properly conducted school the literary faculty can just as well be cultivated in French and German as in Latin and Greek."

"And now as to your own method of work here Captain James?" I said. "Will you tell me something of what you do and *how* you do it?"

"Certainly I will," he replied. "In the first place, as I said before, we work in very small classes, which are divided amongst upwards of forty tutors, each one of whom is a specialist in his own line, most of whom have been with me many years.

"For military subjects I have nine officers to help me, of whom four are Staff College Graduates in Honours. Three well-known University men give lectures on English and constitutional history, English literature, and political economy, Roman and English law. French, German, and Italian are taught by six tutors, and here I may mention that I keep one man for French dictation only. Russian, Spanish, Turkish and Arabic, Hindustani, and Sanskrit, are taught by specialists. In all cases the literature as well as the language forms part of the education in each subject.

"Six wranglers teach mathematics. Five classical honour men look after the classics; an M.A. of London takes care of the moral science department. Geology, geography, physical geography, botany, chemistry, heat, light, electricity and magnetism, geometrical and freehand drawing, are all most carefully taught here by specialists. We have, as I will show you, no less than thirty-seven class rooms, so

that the education the boys receive is far more individual than you could imagine possible."

"And what branches of the army do you recommend for different classes of boys?" I asked.

"The cavalry for boys who are well off, the infantry and the Indian army for poor men's sons. There is no particular advantage from a military point of view for a boy going into the engineers or the artillery, though I grant there are often good civil appointments for clever engineer officers."

"Lord Wolseley," I remarked, "was very emphatic the other day, in talking with me, on the necessity for every officer who wanted really to rise in his profession going to the Staff College."

"And I thoroughly agree with him," replied Captain James. "I have a good many officers who come here all specially to prepare for the Staff College, besides others who come to be prepared for Promotion Examinations, and you may often see them on a Saturday afternoon going out into the country with a tutor, to learn surveying and military sketching. The education here, as I will show you, is just as practical as it is theoretical. I greatly approve of young fellows going out to India; all real soldiery is done in India."

"And of what class—mentally—are the boys you get, as a rule, Captain James?"

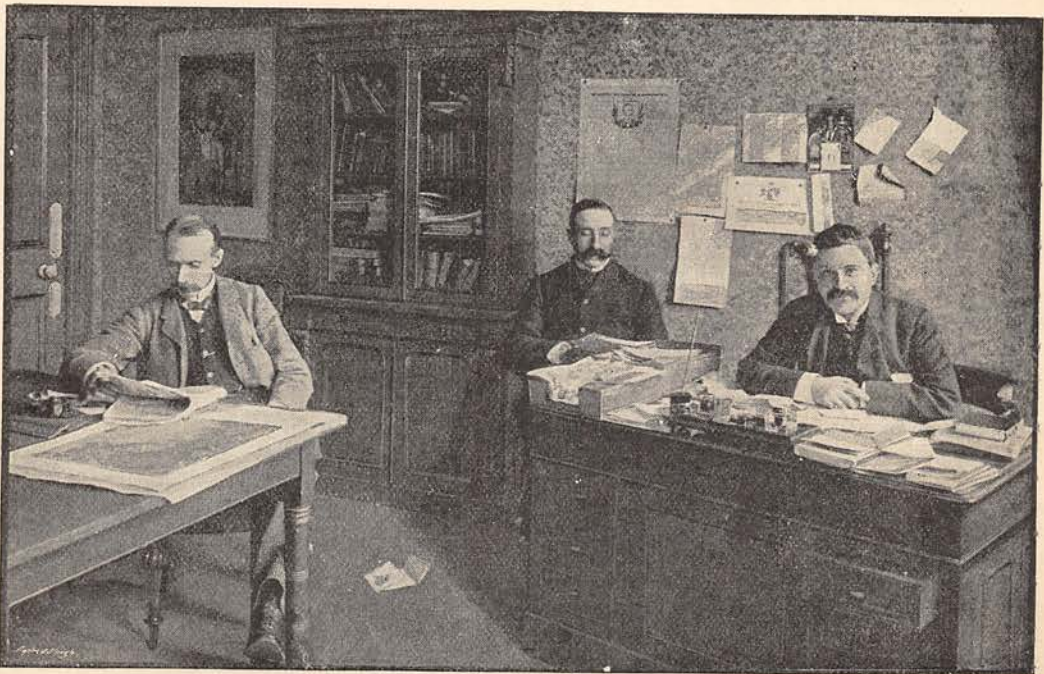
"Well," he replied—and coming from a man of such vast experience, his answer is well worthy of careful attention—"I don't think that boys are nowadays as earnest as they used to be"; and when I replied, in great astonishment, that I had thought the very reverse was the case, he explained himself by saying: "The fact is that a boy's social position at a public

school depends upon his athletics rather than upon his educational attainments. The public school hero," he went on, truly enough, "is the cricketer, the half-back, the good oar, rather than the thoughtful scholarly boy. Again, the spirit of the age lends itself to *smatterings*, and that is what I have chiefly to contend with. Boys often come to me knowing nothing really of Latin and Greek. They remind me of the king and Walpole talking Latin together, which the statesman had half forgotten, and the king never perfectly learned."

After Captain James had told me of his large preparatory school at Stony Stratford, where boys are taught in small numbers, and where they are divided into preparatory classes for the professions they are likely to enter in after-life, he asked me to go round some of his houses, of which he has some three entirely devoted to studies in the district of South Kensington, and see for myself the very practical nature of the training which is here given. The first room I entered was the "Military Model Room." Here the young fellows see by means of models what things really are, while at the cricket ground they see actual constructions thrown up by the volunteer engineers.

"We teach the war game here," Captain James informed me; "as the best means of imparting tactical instruction."

In another room curious and interesting military maps hung upon the walls. One bore the inscription: "The 1870 Campaign up to Sedan, September 1st." Another represented the 1814 Campaign in Champagne.



THE PRINCIPALS.

"The fellows see these things every day," observed Captain James, "and so they get into their very flesh and blood. We ourselves turn out a lot of maps in our lithographic department, which are used for Staff College and Military History Examinations."

Captain James then took me into the geological rooms, chemistry laboratories, physical laboratories, and the like. The whole system appeared to me not only to be established upon a very thorough basis, but also upon a very interesting and a very attractive one. It is one which appeals pre-eminently to the ingenuity and skill and to the imagination of a young fellow, as well as to his merely mental capacity. He is thereby taught to be interested in, and to be fond of, the profession into which he is about to enter.

The whole establishment is conducted on a military basis. The heads of houses are under orders to send in daily a report to the chief.

"No nonsense is allowed here, I can assure you," said Captain James. "All my success is due to strict discipline. I allow no slackness in dress. A fellow

here cannot loaf about outside the house in his slippers. Every young fellow under my charge is required to attend church on Sunday. A tutor who cannot keep order gets his *congé* at once; a boy of bad character is immediately expelled.

"We have a capital cricket and football club, and an admirable ground only a short distance from here, for I am a great believer in athletics *in moderation*. I have been rather severe on the public schools in this respect; at the same time, I gladly admit that they invariably send me my finest fellows. All I say is this: I pass many who would fail if they went up straight from the public school, and if I get a boy early enough I will ensure his getting into the army; but I don't pretend to work miracles, and it is useless for parents to ask me to do in two or three months what previous places of education have failed to do in double as many years. Lots of good—really good—boys can pass straight in from the public schools, but the ordinary boy—and most boys are ordinary," added my host, with a smile—"have a fifty times better chance with me."

WHAT TO WEAR : CHIT-CHAT ON DRESS.

WITH HINTS TO HOME DRESS-MAKERS. JANUARY.

TO the whimsical dame, Fashion, we will accord the praise that is justly her due, for although she has elected to choose as her favourite of the season the colour brown, yet she insists upon our outdoor garments being relieved by a brilliant beam of colour—vying with the gorgeous plumage of the humming-bird—in either headgear, muff, cravat, or bow. And when the cruel east wind raises a corner of the sombre brown coat we catch a glimpse of a bright coloured silk lining, truly cheerful to the beholder in this grey month of January.

The Blouse.

The oft-praised blouse shall occupy our first attention. For evening at home, or concert wear, it is both charming and appropriate, brightening up and utilising many a simple skirt, which otherwise would be consigned to oblivion; for instance, a black *crépon* skirt, either accordion-pleated or simply finished at the hem with a gathered frill, is raised to the importance of an evening gown by the addition of one or other of the following blouses.

The colour of the blouse we have illustrated is a becoming shade of pink relieved with lines of jet in which the favourite "paillette" is introduced at intervals. A key-note of novelty is struck in the design with peculiarly happy effect, by the tasteful arrangement of the black Chantilly lace veiling the full-frilled basque, thus in a subtle manner breaking the sudden transition from the black skirt to the pale pink silk.

The absence of a belt round the waist has a smart

effect, and comfort in wearing is ensured by having the lining close-fitting to the figure. The sleeves are fully pleated at the shoulder and form a puff to the first row of jet, thence to the wrist they fit exactly to the arm.



AN EVENING BLOUSE.

By Messrs. Marshall & Snelgrove, Oxford Street, W.
(Photographed from life by Watery & Co., Regent Street, W.)