

1902.
NEW ZEALAND.

EDUCATION: PUBLIC-SCHOOL CADETS

(REPORT ON THE ORGANIZATION, ETC., OF CORPS AND DETACHMENTS).

Presented to both Houses of the General Assembly by Command of His Excellency.

The OFFICER COMMANDING PUBLIC-SCHOOL CADETS to the Hon. the MINISTER of EDUCATION.

SIR,—

Wellington, 14th July, 1902.

I have the honour to submit the following report regarding the public-school cadets of the colony:—

Model Rifles.—There are enough of these in store for issue to arm those corps which do not possess them yet.

Miniature Martini-Henry Rifles .31 Calibre.—Five hundred of these are also in store, and they are to be issued at the rate of 10 per cent. per corps or detachment. These rifles are sighted to 600 yards, and were procured from Westley Richards, of London.

As the model rifles are for the manual exercise, so will the miniatures be for the firing exercise and target practice. The regulations provide against all accidents at ball practice.

Snider Carbines.—All the public-school cadet corps which were under the Defence Department were armed with these; but as a shooting-weapon they were utterly useless, on account of their antiquity and kicking-powers. They are good enough, however, for drill purposes, and those corps having them might be allowed to retain them.

Ammunition.—There is a sufficient quantity in the magazine for the year's free issue for ball-firing. Provision is made for corps to purchase for matches and private practice at cost price. I had an interview with Mr. Whitney, the manager of the Colonial Ammunition Company, when in Auckland, and he promised to let me know if his company could manufacture the ammunition, and if so we could always rely upon a sufficiency for all purposes at a short notice.

Rifle Shooting.—All possible encouragement should be given to rifle shooting. Matches between corps should be permitted, and an annual competition between education-district teams should be held at certain centres in each Island for challenge shields to be given by the Department on such conditions as may be fixed.

Manual.—With a view of supplying a means whereby all ranks may learn their drill, duties, &c., I purpose preparing a manual for your approval, in which the following subjects will be dealt with: viz., squad, company, and battalion drill; ceremonial movements; manual and firing exercises; bugle-calls; the Morse and semaphore systems of visual signalling; guard-mounting, posting of sentries, &c., and the duties generally of every officer and non-commissioned officer. The manual will also contain a summary on scouting and outpost duty, and a chapter of "Don'ts." The book will be illustrated from direct photographs where it is considered necessary, so as to give a better idea of the subject than could be given by printed descriptions. This manual should be issued by the Government at cost price. At present more than one book has to be consulted for the subjects on which information is required; but this inconvenience would be saved by the publication of the proposed manual. Provision is made for such a publication in the regulations.

Physical Drill.—This was compulsory in all the public schools, under "The Education Act, 1877," and is emphasized by "The Physical Drill in Public and Native Schools Act, 1901." The

advantages gained by this drill are well known, and I need not dilate on them. To further advance proficiency in physical training it is proposed that a new manual should be issued, and the Education Boards express themselves anxious to have this done. Annual competitions should be encouraged at the large centres.

Uniforms.—The regulations do not make uniforms compulsory or specify any particular uniform; the approval of uniforms is left with you. I found the general opinion was in favour of a cheap and serviceable uniform which could also be used for school purposes, so that parents might not be put to any great expense. The general idea was that blue jerseys, blue knickerbockers, and stockings would meet all requirements; the head-dress to be the glengarry cap laid down in the regulations. For officers it was suggested that the uniform should consist of the service frock of blue cloth and trousers of the same material with a scarlet welt; head-dress same as for the rank and file. Such a uniform would not cost much, and would be of the service-regulation pattern. Of course, corps which already possess a uniform would not be required to change it.

Camps of Instruction.—For obvious reasons I would recommend these being encouraged. As they would be held at a time when the Volunteers would not be in camp, no difficulty should be experienced with regard to the necessary equipment, which might be lent by the Government; or, if possible, quarter the corps in a large school or some other suitable building or buildings, provided that a suitable training-ground and rifle range were within a reasonable marching distance from their quarters. I need not point out to you the advantages which would be gained through practical work by all ranks. These camps should be of at least a week's duration to be of any practical benefit.

Instructors.—It is of paramount importance that these should be men of the best kind procurable, as on them would depend the success of the movement. Their most important duty would be to instruct the teachers by means of classes of instruction and mutual drill. By this means we should be building up a class of instructors within the Department who could hereafter be relied upon as competent men in this branch of the boys' training. I am of opinion, however, that there should be some system instituted to recognise the position of those teachers who qualify themselves by examination for the position of instructors. I would suggest that all who qualify themselves as such should receive acting-commissions, and that they should also be allowed to attend the classes formed from time to time by the Commandant of the School of Military Instruction. Further, their services might be recognised by the payment of a small annual grant while they acted as instructors. I have no desire to recommend a course whereby a great expense would be incurred, but I maintain that unless we have a sufficiency of instructors to encourage the movement it will be retarded considerably both as regards cadets and teachers. However great the desire may be to see teachers qualified to instruct, they must in the first instance be thoroughly instructed themselves by competent men. Classes of instruction should be formed at certain suitable centres in each education district, where the teachers could meet the instructors at stated periods, as mutually arranged. From many years' personal experience I have found that more is learned through the medium of these classes than in any other way, as more confidence and experience is thus gained. The instruction given there cannot possibly be given on parade, on account of the limited time devoted to drill. It must not be forgotten that when a person goes to a parade-ground to take charge of a squad he goes there to impart what he knows, and not to learn what he ought to know.

Standing Orders.—With a view to uniformity in the details of duties, discipline, &c., throughout the cadet corps, I purpose submitting a copy of the standing orders for your approval at an early date.

In accordance with your instructions I visited Christchurch, Timaru, Oamaru, Dunedin, Invercargill, Greymouth, Hokitika, Nelson, and Blenheim, in the South Island; and Auckland, New Plymouth, Wanganui, and Napier, in the North Island.

I personally interviewed the Mayors (Chairmen of the Coronation Demonstration Committees), the Chairmen of the various Education Boards, and Officers commanding Districts and Sub-districts at the above places. I fully explained your wishes with regard to the public-school cadets taking part in the proposed celebrations on the Coronation Day, and in each case I was informed that your wishes would be carried out, and that the cadets would be formed up on the left of the adult corps.

I further, in accordance with your suggestion, brought up the question of your intention of instituting cadet corps or "detachments" at all the public schools where the conditions of enrolment, as laid down in the regulations, regarding these could be fulfilled, and you will be pleased to learn that in every case the Chairman of the Education Board entirely approved of your scheme and promised the Board's support in carrying it out. In many districts either the Chairman or the members of Education Boards hoped that no time would be lost in systematically organizing corps and battalions, issuing rifles, &c. Knowing the interest you take in the matter, I felt justified in informing these gentlemen that on my return to headquarters directions would be given by you to accede to their wishes without delay.

The forms for enrolment which I took with me were handed over to the Secretaries of the various Education Boards as directed by you, and these are being daily returned duly filled, and I hope to supply you with a return showing the details of each corps in existence on the 13th May, 1902, also a return showing applications for new corps or detachments.

I wish to bear testimony to the kind manner in which I was treated by all those with whom I had to consult on the subject of my mission.

The following are the returns referred to above, and from them you will be able to learn how many corps existed on the 13th May, 1902 (the date on which the Cadet Regulations came into force), and also what schools have applied to have their corps or detachments recognised as such:—

List of Corps which were in Existence on the 13th May, 1902 (Date when Regulations came into force).

Education District.	Name of Corps.	Captains.	Lieutenants.	Sub-Lieutenants.	Colour-Sergeants.	Sergeants.	Corporals.	Buglers.	Privates.	Total of all Ranks.
Auckland	Bayfield ...	1	1	1	1	3	...	...	34	41
	Beresford Street ...	1	1	1	1	4	2	1	36	47
	Cambridge ...	1	1	...	1	2	2	1	41	49
	Coromandel ...	1	1	1	1	2	2	1	27	36
	Devonport ...	1	1	...	1	3	4	1	38	49
	Epsom ...	1	1	1	...	4	...	...	30	37
	Grafton ...	1	1	...	1	4	4	1	38	50
	Kauaeranga ...	1	1	1	1	3	...	1	30	38
	Mount Eden ...	1	1	1	1	3	2	1	43	53
	Mount Albert ...	1	1	1	1	2	...	...	30	36
	Napier Street ...	1	1	1	1	3	2	1	46	56
	Nelson Street ...	1	1	1	1	3	4	1	49	61
	Newmarket ...	1	1	1	1	4	1	...	40	49
	Newton East ...	1	1	1	1	4	3	1	50	62
	Newton West ...	1	1	1	1	3	...	1	48	56
	Onehunga ...	1	1	1	1	4	4	1	48	61
	Parawai ...	1	1	1	1	3	...	1	27	35
	Parnell ...	1	1	1	1	3	2	1	47	57
	Ponsonby ...	1	1	1	...	3	...	1	45	52
	Remuera ...	1	1	1	1	3	2	1	38	48
	Richmond Road ...	1	1	...	...	4	...	1	30	37
	Tararua ...	1	1	1	1	3	...	1	42	50
	Waihi ...	1	1	1	1	2	4	1	72	83
	Waiokaraka ...	1	1	...	1	3	...	...	48	54
	Wellesley Street ...	1	1	1	1	2	2	1	51	60
	Whangarei ...	1	1	1	1	3	...	1	34	42
	Total ...	26	26	21	23	80	40	21	1,062	1,299
Taranaki	Central School No. 1 Com- pany	1	1	1	1	4	4	1	37	50
	Central School No. 2 Com- pany	1	1	1	1	3	3	1	39	50
	Central School No. 3 Com- pany	1	1	1	1	3	3	...	30	40
	Total ...	3	3	3	3	10	10	2	106	140
*Wanganui	Campbell Street ...	1	1	1	1	3	2	1	60	70
	College Street ...	1	1	...	1	3	4	1	40	51
	Feilding ...	1	2	1	...	2	4	1	65	76
	Hawera District High School	1	1	1	1	8	6	3	83	104
	Patea ...	1	...	...	...	1	...	...	40	42
	Terrace End ...	...	...	...	...	2	...	...	62	64
Total ...	5	5	3	3	19	16	6	350	407	
Hawke's Bay	Hastings No. 1 Company ...	1	1	1	1	4	4	1	42	55
	Hastings No. 2 Company ...	1	1	...	1	2	2	1	40	48
	Makotuku ...	1	1	1	1	3	...	1	28	36
	Matawhero ...	...	1	...	1	3	4	1	21	31
	Napier Main No. 1 Company	1	1	1	1	4	4	2	49	63
	Napier Main No. 2 Company	1	1	1	1	4	4	2	49	63
	Ormondville ...	...	1	...	...	2	...	1	29	33
	Port Ahuriri ...	1	1	1	1	3	4	2	37	50
	Taradale ...	1	1	1	...	3	1	...	34	41
	Waipawa ...	1	1	...	1	1	1	1	24	30
Waipukurau ...	1	1	...	1	2	2	...	32	39	
Total ...	9	11	6	9	31	26	12	385	489	

* No further "States" received, though there are other corps besides those named above.

List of Corps which were in Existence, &c.—continued.

Education District.	Name of Corps.	Captains.	Lieutenants.	Sub-Lieutenants.	Colour-Sergeants.	Sergeants.	Corporals.	Buglers.	Privates.	Total of all Ranks
Wellington ...	Brooklyn ...	1	1	...	...	...	...	...	38	40
	Carterton ...	1	1	1	1	4	4	2	51	65
	Clyde Quay ...	1	1	1	1	4	4	3	57	72
	Featherston ...	1	1	1	...	4	...	1	28	36
	Fernridge ...	...	1	...	...	2	...	...	21	24
	Greytown ...	1	1	...	1	4	4	...	23	34
	Johnsonville ...	1	...	...	...	2	2	1	28	34
	Karori ...	...	1	...	...	...	...	...	26	27
	Kilbirnie ...	1	1	...	...	2	2	1	34	41
	Mitchelltown ...	1	1	...	...	3	...	...	26	31
	Mount Cook No. 1 Company	1	1	...	1	3	4	2	36	48
	Mount Cook No. 2 Company	1	...	...	1	3	4	...	48	57
	Petone ...	1	1	...	...	...	...	...	50	52
	South Wellington ...	1	1	1	1	4	...	...	56	64
	Te Aro ...	1	1	1	1	3	4	2	40	53
	Terrace... ..	1	1	1	1	3	4	2	45	58
	Thorndon ...	1	1	1	1	4	4	2	44	58
	Tota ...	15	15	7	9	45	36	16	651	794
Marlborough ...	Blenheim Borough ...	1	1	...	1	2	2	1	40	48
	Picton ...	1	1	...	1	3	4	1	33	44
	Total ...	2	2	...	2	5	6	2	73	92
Nelson ...	Nelson Central ...	1	1	1	...	4	4	...	67	78
	Reefton... ..	1	1	1	1	3	2	1	39	49
	Westport District High School	1	1	1	...	4	4	...	45	56
	Total ...	3	3	3	1	11	10	1	151	183
Westland ...	Hokitika ...	1	1	1	1	3	...	...	47	54
	Kumara ...	1	1	1	...	...	...	...	45	48
	Total ...	2	2	2	1	3	...	...	92	102
North Canterbury	Hampstead ...	...	1	...	...	2	...	...	29	32
	Kaiapoi... ..	1	1	1	1	4	5	...	50	63
	St. Albans ...	1	1	1	1	2	2	1	40	49
	Sydenham ...	1	1	1	1	3	...	...	58	65
	Total ...	3	4	3	3	11	7	1	177	209
South Canterbury	Waimate District High School	1	1	1	1	4	4	1	47	60
Otago ...	Albany Street ...	1	1	1	...	2	...	2	48	55
	Balclutha District High School	1	...	...	...	...	...	...	47	48
	Caversham Industrial School	1	1	1	1	4	8	3	60	79
	High Street ...	1	1	...	1	4	4	1	56	68
	George Street ...	1	1	...	...	2	2	1	56	63
	Kaikorai ...	1	...	...	...	4	...	1	48	54
	Kaitangata ...	1	1	1	1	3	4	...	42	53
	Lawrence District High School	1	...	...	...	4	4	...	41	50
	Normal... ..	1	...	...	...	...	...	...	43	44
	North-east Valley ...	1	1	1	...	...	...	1	80	84
	Oamaru District High School	1	...	...	...	4	4	...	40	49
	Oamaru North ...	1	1	...	...	4	...	...	36	42
	Oamaru South ...	1	1	1	1	4	4	...	68	80
	Palmerston South ...	1	...	...	...	3	...	...	44	48
Tokomairiro ...	1	1	...	...	4	4	1	30	41	
Union Street ...	1	1	1	...	...	...	...	46	49	
	Total ...	16	10	6	4	42	34	10	785	907
Southland ...	Invercargill Middle School	1	1	1	...	2	2	1	40	48

The following are summaries of the above:—

Summary.

Name of Education District.	Captains.	Lieutenants.	Sub-Lieutenants.	Colour-sergeants.	Sergeants.	Corporals.	Buglers.	Privates.	Total of all Ranks.
Auckland	26	26	21	23	80	40	21	1,062	1,299
Taranaki	3	3	3	3	10	10	2	106	140
Wanganui	5	5	3	3	19	16	6	350	407
Hawke's Bay	9	11	6	9	31	26	12	385	489
Wellington	15	15	7	9	45	36	16	651	794
Marlborough	2	2	...	2	5	6	2	73	92
Nelson	3	3	3	1	11	10	1	151	183
Westland	2	2	2	1	3	...	...	92	102
North Canterbury	3	4	3	3	11	7	1	177	209
South Canterbury	1	1	1	1	4	4	1	47	60
Otago	16	10	6	4	42	34	10	785	907
Southland	1	1	1	...	2	2	1	40	48
Total	81	78	53	56	244	175	67	3,569	4,323
Total for new corps ... ..	...	...	...	...	...	...	...	...	1,389
Grand total	81	78	53	56	244	175	67	3,569	5,712

Schools at which Corps did not exist on the 13th May, 1902, and which have applied for Formation of either a "Company" (Forty-eight of all Ranks and upwards) or a "Detachment" (less than Forty-eight of all Ranks).

Name of Education District.	Name of School.	Strength	Name of Education District.	Name of School.	Strength
Auckland	Dargaville	25	Nelson	Richmond	22
	Driving Creek	25		Grey	Dobson ... ..	24
	Horahora	35	Taylorville		36
	Rotorua	32			60
	Tauranga	46			
		163			
Taranaki	Ngaire	30	North Canterbury	Addington	48
	Norfolk Road	40		Gloucester Street	70
	Okato	32		118	
	Stratford	72	South Canterbury	Geraldine District High School	52
	Waitara*	31		Temuka	50
		Timaru		36	
		205	Waimataita	57	
				195	
Hawke's Bay	Gisborne	88	Otago	Caversham	48
	Kaikora North	30		Forbury	48
	Training-school	40		Green Island	52
	Takapau	27		Mornington	55
				185	Mosgiel District High School	40
Wellington	Eketahuna	24	Port Chalmers	75	
	Mangatainoka	25	Ravensbourne	33	
	Kaiwarra	20		351	
	Otaki	30			
			90	Grand total	1,389

* Twenty with horses.

We thus have a total of 5,712 of all ranks towards inaugurating the system in connection with our public schools, and there is not the least doubt that as soon as the winter holidays are over a further number of schools will apply for recognition of their corps or detachments.

The offer of the Government to supply model and miniature rifles, belts, bugles, and chevrons for non-commissioned officers, and badges, swords, sword-knots, and slings for officers, is greatly appreciated, inasmuch as the ranks concerned will not, as heretofore, have to purchase these articles of equipment, and uniformity in them will be established.

In conclusion, I can only say that the scheme for the organization and equipment of the cadet corps meets with the entire approval of the various Education Boards of the colony, and there is no reason why the general wish to see the boys taught the drill and duties of a soldier, and to learn to become good shots, should not be carried out.

I have, &c.,

L. W. LOVEDAY, Major,
Commanding Public-school Cadets.

The Hon. Mr. W. C. Walker, C.M.G., Minister of Education.

APPENDIX.

THE following extracts are from a paper on "Military Training in Public Schools," read before the members of the Royal United Service Institution at a meeting on the 28th November, 1900, by the Rev. C. G. Gull, M.A., Captain-Commandant 4th London Volunteer Rifle Corps, Headmaster of the Grocers' Company School, Major-General Viscount R. H. Frankfort de Montmorency, K.C.B., in the chair. The paper is published in the *Journal* of the Institution for February, 1901.

"It has always seemed to me remarkable that the army is the only department of athletics in which early training is neglected. If you wish to make a boy a cricketer you take him in hand before he goes to his public school; if he is to be a good rider you give him a mount in early youth; swimming is regularly taught to children; but drill, which is essentially a matter of rigid obedience, of collective practice, and of mechanical precision, is generally deferred to an age when the practice necessary for the attainment of these habits either disgusts or tends to cramp the intelligence and destroy the faculty of individual initiative. In the navy they have adopted a wiser method: they catch their recruits when young, and train them during boyhood to the required pitch of discipline.

"Boys do not, in my experience, find drill-training irksome, partly because they pick up the routine work far more quickly than men, partly because they more enjoy the precision and the rhythmic movements of drill, and also their imagination is caught in the military ideal.

Our boys take their places in the battalion at the age of eleven.

"It is unnecessary perhaps to labour the point that military drill and the use of arms can be, and ought to be, taught to boys. Many schemes are on foot to promote this object. Cadet corps are being formed in many public schools.

"In order that the scheme proposed may be carried out with success it is essential that great care should be taken in the selection of sergeant instructors. . . . But if military work in schools is to be successful it must not be left entirely under the control of the sergeant-instructor class. Every inducement should be held out to assistant-masters to take an active efficient part in the training. There will, I think, be little difficulty here; in all large schools one or more of the members of the staff have been members of a Volunteer or of a cadet corps; to secure the co-operation of such men they should be recognised in the Army List as subordinate officers, and should have every facility given them in the schools for officers to make themselves thoroughly efficient. . . . To complete the organization, an Inspector-general of Military Training in Schools would be necessary so that a uniform standard of work may be maintained, and a grip may be kept by the War Office on the whole system. . . . Certainly the ease and steadiness with which well-trained boys take their places in the ranks in after-years would surprise those who have not witnessed it. The recruit-age does not exist for such men. If such training became general the nation would receive a great accession of strength.

Lieut.-Colonel T. H. Baylis, V.C. (late 18th Middlesex, V.R.C.), remarked, "Military training has its special advantages physically. Drill is of essential value; it opens the heart, it expands the chest and lungs, it improves the figure and carriage, and increases the muscular power. Mentally it encourages manliness. It teaches the duty of obedience, both in obeying and being obeyed. It is more easy to obey than to insist on obedience, which requires patience, firmness, intelligence, and self-reliance. . . . The lecturer is moving in the right direction in urging the advantages of military training in schools.

Approximate Cost of Paper.—Preparation, not given; printing (1,475 copies), £6 1s.