

boys who leave our Schools for the Universities consists undeniably of those who have advanced furthest in classical studies, and judging the existing system of education by these boys alone, we have to confess that it frequently ends in astonishing ignorance. This ignorance, often previously acknowledged and deplored, has been dwelt on with much emphasis, and brought into great prominence by the recent Royal Commission for Inquiry into our public schools. We need not fear that we shall do great damage by endeavouring to improve a system which has not been found to yield satisfactory results. And we believe, further, that the philological abilities of the very few who succeed in attaining to a satisfactory knowledge of classics will be rather stimulated than impeded by a more expansive training.

Lastly, it may be objected that an undue strain will be put upon the minds of boys by the introduction of the proposed subjects. We would reply that the same objections were made, and in some schools are still made, to the introduction of mathematics and modern languages, and are found by general experience to have been untenable. A change of studies, involving the play of a new set of faculties, often produces a sense of positive relief; and at a time when it is thought necessary to devote to games so large a proportion of a boy's available time, the danger of a general over pressure to the intellectual powers is very small, while any such danger in individual cases can always be obviated by special remissions. We do not wish to advocate any addition to the hours of work in schools where it is believed that they are already as numerous as is desirable; but in such schools some hours a week could still be given up to science by a curtailment of the vastly preponderant time at present devoted to classical studies, and especially to Greek and Latin composition.

5. To the selection of the subjects that ought to be included in a programme of scientific instruction in public schools we have given our best attention, and we would make the following remarks on the principles by which we have been guided in the selection that we shall propose.

There is an important distinction between scientific *information* and scientific *training*; in other words, between general literary acquaintance with scientific facts, and the knowledge of methods that may be gained by studying the facts at first hand under the guidance of a competent teacher. Both of these are valuable; it is very desirable, for example, that boys should have some general