

3. Because the methods and results of science have so profoundly affected all the philosophical thought of the age, that an educated man is under a very great disadvantage if he is unacquainted with them.

4. Because very great intellectual pleasure is derived in after life from even a moderate acquaintance with science.

5. On grounds of practical utility as materially affecting the present position and future progress of civilization.

This opinion is fully supported by the popular judgment. All who have much to do with the parents of boys in the upper classes of life are aware that, as a rule, they value education in science on some or all of the grounds above stated.

4. There are difficulties in the way of introducing science into schools; and we shall make some remarks on them. They will be found, we believe, to be by no means insuperable. First among these difficulties, is the necessary increase of expense. For if science is to be taught, at least one additional master must be appointed; and it will be necessary in some cases to provide him with additional school-rooms, and a fund for the purchase of apparatus. It is obvious that the money which will be requisite for both the initial and current expenses must in general be obtained by increasing the school fees. This difficulty is a real but not a fatal one. In a wealthy country like England, a slight increase in the cost of education will not be allowed (in cases where it is unavoidable) to stand in the way of what is generally looked upon as an important educational reform; and parents will not be unwilling to pay a small additional fee if they are satisfied that the instruction in science is to be made a reality.

Another ground of hesitation is the fear that the teaching of science will injure the teaching in classics. But we do not think that there need be the slightest apprehension that any one of the valuable results of a classical education will be diminished by the introduction of science. It is a very general opinion, in which school-masters heartily concur, that much more knowledge and intellectual vigour might be obtained by most boys, during the many years they spend at school, than what they do as a matter of fact obtain. It should, we think, be frankly acknowledged, and, indeed, few are found who deny it, that an exclusively classical education, however well it may operate in the case of the very few who distinguish themselves in its curriculum, fails deplorably for the majority of minds. As a general rule, the small proportion of