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## THE IMPENDING CHANGE IN SCIENTIFIC EDUCATION IN ENGLAND.

A book of some educational significance has just been published in England. Its title is "Modern Culture: its true Aims and Requirements." It consists of a "Series of addresses and arguments on the claims of Scientific Education," written by Professors Whewell, Faraday, Tyndall, Huxley, and Henfy, and is edited by Dr. Youmans. From a notice of the work in the English newspapers we make the following extracts:—

### MODERN CULTURE: ITS TRUE AIMS AND REQUIREMENTS.

This publication seems to be the latest manifesto of an impending revolution in the opinions and customs of English society with regard to the proper direction of liberal studies. The question is not whether the greatest possible encouragement should be given to the more or less united and organised band of professors and amateurs of the various branches of natural science. This is pretty well settled by this time. The annual meetings of the British Association have long been attended with flattering signs of the esteem in which their labours are held by the influential and fashionable classes. The personal claims of eminent savans are very cheerfully acknowledged. The question, therefore, now at issue is not one directly concerning the interests of the recognised men of science. It rather concerns the part which science should take in the ordinary programme of education and subsequent self-culture for all men.

This question opens up a wide range of considerations with respect to the value of scientific pursuits for the sake of their

effect on the mind itself. The commoner view of physical science looks more to its utility as dealing with matter. The interest felt by many in watching the results of scientific discovery has been inseparably connected with all sorts of useful and wonderful improvements in the arts and manufactures; with the production of an enormous mass of wealth, the improvement of all our conveniences of travel and correspondence, and the manifold comforts of our daily life. But such work, highly paid and profitable to others, must be chiefly performed by the adepts of the laboratory or the engine factory, and by the scientific minds employed in making calculations or designs for their particular service. There can henceforth be no fear, we suppose, of a deficiency in the number of skilful persons able and willing to do what is needful in the business of applying science to augment the riches and commodities of mankind. That is a thing which *pays*, and wants no other recommendation. But what has scarcely been so well understood hitherto is the advantage of learning science as a means of mental discipline, with a view to cultivating some of the most essential faculties and habits of thought. This question touches the highest interests of humanity; it is far more important than the uses of the electric telegraph, the steam-engine, or the spinning-jenny, or the entire contents of a Paris or a London Great Exhibition. It has a most serious bearing on the moral and social as well as intellectual welfare of the community, in so far as "the education of the judgment" must affect the whole creed and conduct of the individual, influencing his sentiments and behaviour in all the relations of life.

Now, it is contended by the leading advocates of the study of the natural sciences, on the new ground they have lately taken up, that this kind of knowledge, or, more properly speaking, its peculiar method of investigation, supplies an indispensable element of sound culture of the mind. They insist on having it reckoned a part of "the humanities," meaning those branches of learning—formerly meaning only Latin, with the books of logic and metaphysics written in Latin, and nothing besides—by which an accomplished man is trained and equipped to live in the modern world. They say nothing against what is pedantically called "classical" literature, and the ancient history therewith bound up. Sir John Herschel is the latest translator of Homer, though his testimony is the foremost in favour of scientific education. But they do affirm that these studies of theirs are requisite in education for the