

Other points, such as the development of the faculty of resourcefulness, to which I have before referred, might no doubt be mentioned, but if we consider the very manifest advantages now given as essential to our well-being, should it not be our duty to require that science should be taught to every one?

Even after we have made up our minds how far Science will and how far it will not help us in that development of the natural powers which is so large a part of Education, we are still much hampered and hindered by circumstances which make it very difficult for us to carry out our ideals.

Speaking for many Universities, we have a class of students entering them too young and too untrained to make an intelligent choice of subjects, and we have a large mass of opinion, both in and out of the University, in favour of the theory that in a country where young men must earn their own living at an early age the training which they receive should all bear directly on their chosen profession with a view to the saving of time.

This is a very natural if somewhat superficial idea, and the conflict of opinion becomes sometimes quite bitter between those who maintain it, and those who believe that "the longest way round is sometimes the shortest way home," who believe the theory, formulated slowly through ages of comparative leisure, that the aim of teaching should be wholly, or in great part, educational, and that the purely practical should be added only at the very latest stage.

In the meantime, perhaps, one of the best compromises can be found in the further working out of the option system.

The student might be allowed to choose his own subjects with even greater freedom than at present. His choice would, in all probability, be governed largely by the necessities of practical life, that is, he would choose those studies which he thinks will most directly fit him for the career which seems open to him. In the teaching of these subjects, however, in any institution worthy the name of a university, the method to be pursued should be primarily, if not exclusively, educational.

To give a rough example of what I mean. Suppose a boy is to be trained for business. A thorough knowledge of bookkeeping will, no doubt, be essential, but we can imagine that, in the end, foresight, accuracy, grasp of the large and the small, a thorough knowledge of men, might be of still greater importance, and that it would be better to sacrifice even some actual knowledge of useful details, rather than to teach without cultivating the faculties which would be ultimately necessary to any considerable success.

Now, as it happens, the study of engineering, which I have called the study of a combination of certain sciences, joined together with a view to their practical application, offers an easy opportunity for just such a compromise as we have