

middle classes, to imbibe a respect and veneration for those who are engrossed in the pursuit of philosophical truth, and who live excluded from active life, if they who direct university education do not foster, nay, if they positively discourage, the teaching of the progressive sciences? How can the multitude learn, that, for one mind willing or capable of patiently working out and discovering a new truth or principle, there are hundreds who can apply to practice these principles, when once ascertained? Nothing can be more short-sighted, therefore, even on purely utilitarian grounds, than the usual policy of the herd of *cui bono* philosophers, who award higher honours and emoluments to the application than to the discovery of scientific principles.

It is truly fortunate that, in proportion as Oxford and Cambridge have withdrawn their countenance more and more from studies connected with physical science and natural history, the wants of a high state of civilisation, and the spirit of the age, have afforded to them in England an annually increasing patronage. It is felt that astronomy is indispensable to navigation, chemistry to agriculture and various arts, geology to mining, botany to medicine, and so of other departments. If the practical connection of any branch of science be not obvious, as in the case of zoology, scarcely any encouragement is given to it in any