

man and woman is going to be keener than it was for their fathers and mothers. It is becoming more and more necessary for each individual among us to be alert, to have more knowledge ready at command, to have our aptitudes more highly trained, and all our powers, as a soldier might say, more easily mobilised than was once necessary. The old days of sitting quietly like an oyster have gone for ever in this country. As the Red Queen said to Alice, in "Through the Looking Glass, "Here it takes all the running you can do to keep in the same place. And if you want to get somewhere else, you must run twice as fast as that." It is a disagreeable prospect. As the Red Queen herself said, "It makes one hot and thirsty to think of it." But we can't help it, and must make the best of a bad job.

Alertness was one of the characteristics which Sir Michael Foster, in his recent address to the British Association, emphasized as being one of the essential qualities of the scientific worker. He said, "He must be alert in mind. Nature is ever making signs to us. She is ever whispering to us the beginning of her secrets. The scientific man must be ever on the watch; ever ready to lay hold of Nature's hints, however small; to listen to her whispers, however low."

But alertness is chiefly an intellectual merit, and Sir Michael pointed out that scientific inquiry has equal need of the moral quality of courage, the courage of steadfast endurance. And, he added, as a third attribute, that the seeker after the truths of nature must be "truthful with the truthfulness of nature, with that imperious and exacting truthfulness which is never satisfied with the 'almost,' or the 'nearly.'"

It is noteworthy that of these

three necessary attributes of the true man of science, two are moral attributes. It follows that the education which trains men for scientific pursuits must lay stress on the moral elements not less than on the intellectual. We cannot, in our educational aims, divorce intellect from character. Education is necessarily a moral and spiritual discipline, not only an intellectual. As Montaigne said (and I quote him as an unprejudiced witness), "Every other science is prejudicial to him that hath not the science of goodness."

I would guard myself against any appearance of falling into the fallacy of regarding education as a matter of schooling only. Education is not a commodity you must perforce buy at one particular kind of place. It is an aspect of life and a process of life. You don't get it only at school or college. To use a homely illustration, you may have jam at home without buying any at a shop. Some of the best education is home-made. Schooling is only part of the process by which we are made more sensitive to life's lessons, and more apt to profit by them. And in England, of all countries in the world, education is a free and pervading influence. It comes to each of us through talks at home, through intimate converse with our friends, through all the associations of church and chapel, through every kind of corporate effort, through what we hear from the Colonies and from foreign lands, through the priceless boon of the right to freely and openly discuss every principle that may arise in regard to national policy, through the brooding power of ancient tradition, through the consciousness that we are citizens of a great nation. It even comes to us through the newspaper placards. All this, and nothing short of this, is national education in its true sense. The school is no more