

education and science." He then proceeds to give his opinion as to the attitude of various States with regard to this provision for future needs.

Of European countries [he says], Germany places in its budget the largest unproductive investments of this kind; France is not far behind, England is perhaps fourth, and affords a conspicuous example of blindness and fatuity in the matter of unproductive investment; she has, it is true, established textile schools, but has not sufficiently supported technical schools; the cost of a single battleship would establish four splendidly equipped technical schools; England secures the ship and postpones the construction of the schools. All this is through no fault of her prophets of science, who have been as persistent as Jeremiah in foretelling the consequences which are sure to follow.

One of these "prophets of science"—the distinguished astronomer who now presides over the Royal Society—expressed his views at our last anniversary dinner as follows:

Stein wisely said, "What is put into the schools of a country comes out in the manhood of the nation." A primary and immediate need of this country is the putting of more science into the education of the country—not the teaching of the mere facts of science, which, by itself is of little use, but the training of the intellect by strict scientific methods and principles. In the coming century the race will not be to the country of the athlete, nor to the country of the classicist, but to the country where men, having been trained under the rigorous methods of science, have the knowledge, and especially the alertness of mind, to enrich themselves out of the open and inexhaustible treasury of Nature. To this end not only reformed and more thorough secondary education is necessary, but technical colleges where higher theoretical is combined with practical training, and, if I may be so bold, I would add reformed methods of teaching in our higher public schools. It can only be through a higher scientific education and more scientific methods of scholastic teaching that the whole community can be awakened to the supreme importance of science to every one of its enterprises, personal and national; in a word, to the greatness and prosperity of the Empire.

Listen again to the magic words of another of our "major prophets," alas! no longer amongst us in the body but still ever with us in spirit, our dear and revered friend Huxley, who never wearied of well-doing in the great cause of England's progress.