

present. The Universities were deserted, education neglected, and upon the old soil thus upturned Petty scattered the seed—to fall among thorns. Only in our day we have seen his three far-seeing propositions realised. Many of our schools are *ergastula literaria*, literary workshops, “where,” as he says, “children may be taught to do something towards their living as well as to read and write”: and he was keen that the children of the better classes be taught some “genteel manufacture in their minority,” and a delightful list is given. His *Gymnasium mechanicum*, or College of Tradesmen, is represented by our technical schools. Petty’s fertile mechanical genius foresaw the enormous advantage of such institutions in stimulating trades and inventions. “What experiments,” he says, “and stuffs would all these shops and operations afford for active and philosophical heads.” And what a wonderful design is his third institution—a *Nosocomium academicum*, “a hospital to cure the infirmities both of Physicians and patients,” a great scientific school for the study of disease and its cure.” Neither Montaigne nor Milton nor Locke had the wide national outlook on education displayed by Petty, who alone almost of his generation realised that the problems of natural philosophy, as it was then called, must be attacked in a systematic and co-operative