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rather than of collecting 'useful facts,' these lads have developed into men who are succeeding in life. And the reason of this seems to me, when considering their individual cases, to be that they could adapt themselves to an environment more or less different from that of the existing profession; they could go beyond its processes, its formulæ, and its facts, and develop new ones. Their knowledge of method and their powers of observation enabled them to supply new needs, to answer to the call when there was a demand, not for old knowledge, but for trained brains." . . . "The only sort of technical education the nation ought to trouble about is teaching people to see and think." . . . "What we want are trained brains, scouts in all fields, and not a knowledge of facts and processes crammed into a wider range of untrained minds." It comes to this: that, on the whole, the deeper and more difficult studies, which stretch our brains most, are of much more value, even technically, than what are called "useful facts."

In an interesting address on "The Debt of the World to Pure Science," Prof. J. J. Stephenson points out that the fundamental importance of abstruse research receives too little consideration in our time, except, of course, from those who really know. The practical side of life is all-absorbent, and it is