

In view of these numerous well-known instances of greatness achieved by men uneducated, is it to be wondered at if "even the learned begin to waver and to ask themselves whether the much-vaunted benefits of learning have not been largely overestimated?" We quote further :

"It has been truly said "Knowledge is power." but knowledge in itself is not power, only *applied* knowledge is power. Knowledge is like money, not valuable in itself, but only valuable for what it will buy. Knowledge is like a strong weapon, but the best weapon is useless to a man who does not know how to wield it. Knowledge is an elementary power, but the power of the Niagara, or of steam, or of electricity, would be useless to mankind unless intelligence directs that power to some practical purpose. The Chinese knew magnetic iron long before the Europeans knew it. To them it was a piece of iron and nothing more. Handled by European intelligence, magnetic iron became a useful power in the compass, which gave Europe the rule of the seas. The Chinese knew also gunpowder before the Europeans knew it, but to them it was only a plaything used in fireworks. A man who has read endless treatises on boxing, and who has studied the fights of all great boxers, gets knocked out while he is reflecting how Jackson or Fitzsimmons would have behaved. The officer whose mind is soaked in military literature, and who can tell why Napoleon won the battle of Austerlitz and why Frederick the Great lost the battle of Hochkirch, has lost in nine cases out of ten his common sense, the buoyancy, resourcefulness, and impartiality of mind with which a less erudite officer would tackle a difficult question."

New ideas, continues Mr. Eltzbacher, are hardly ever welcomed in schools. On the contrary, "schools have ever proved reactionary and inimical to new ideas"

"Great minds have ever been persecuted owing to the narrow-mindedness and the jealousy of the schools from Socrates onward. Galileo, Columbus, and many other great discoverers were imprisoned and treated like criminals with the approval, and largely at the instigation, of schools of science because their discoveries threatened the tenets of accepted learning. Even the heavy artillery of theology has been advanced by the universities of the Middle Ages, and also of later days, against geological and