

In the next place I would urge that more of us should go to America and learn what is being done to encourage Nature-study in the schools. We English people, especially those of us who live in large towns, are in danger of becoming a purblind people. Our real love is for the country and for country pursuits. But instead of trying to make the best amends we can for having to live in towns, we are in danger of leaving our natural country tastes wholly undeveloped, without setting up any substitute in our education to take their place. I doubt whether at heart we are, in the mass, an industrial or commercial people. That is a paradox, but I should be prepared to defend it. But, any way, very many of us have at present to live in towns and to live by town pursuits. Let us do what we can to keep alive among town children the love of nature. Country children, too, need training in order that they may have eyes and understanding for what lies round them. But this question of Nature study has roots which strike deep. You cannot study Nature unless you have, implicitly or explicitly, a basis of belief in relation to Nature. And what Dr. Martineau used to call the "suppressed premises" of our text-books on Nature study need to be in harmony with the principles by which we live, or the thoughtful and systematized study of Nature may bring discord and disturbance into many a mind.

To take a further point, we are far, far behind some foreign nations—Germany, Belgium and Holland especially—in our methods of teaching modern languages. One of the things which most needs to be done, from a national point of view, is to train at least five hundred first-rate teachers of modern languages (they must be highly-educated men and

women to start with) as a sort of staff corps to lead the movement for modern secondary education.

Lastly—and here I am touching on a subject about which Mr. Macan would speak with far greater weight—you cannot go to Berlin and see the famous Technical School at Charlottenburg, or to Boston and see the Massachusetts Institute of Technology, without realizing that we in England ought to have a great deal more of the best kind of the highest technical education.

If, therefore, I were to answer the question submitted for our discussion this afternoon, I should venture to do so in the following terms. It is a great mistake to think that all other nations have better systems of education than we have. It is a great mistake to think, or imply, that one kind of education suits every nation alike. If we study foreign systems of education thoroughly and sympathetically—and sympathy and thoroughness are both necessary for the task—I believe that the result on our minds will be to make us prize, as we never prized before, the good things which we have at home, and also to make us realize how very many things there are in our English education which need prompt and searching change. When you think of the task which lies before the British Empire; when you think of the weight of moral responsibility which rests upon this nation; when you think of the fact that, so far from our being all of one mind in this country, our nation has, all through its history, been made up of men of very different temperaments, and that our unity has always been attained, when attained at all, through a frank and sympathetic recognition of diversity—when we realize that to make our