

known example. When the mathematician investigates the attraction due to a uniform spheroidal shell at any external point he finds that it is the same as would be produced by all the matter in the shell concentrated at its centre. Such a result appeals to all who appreciate its meaning as being beautiful. It is beautiful in its unexpected simplicity.

The kinetic theory of gases starts from the assumption that a gas consists of a large number of quickly moving particles. This theory gives us a wonderful example of the type of beauty we are considering. From this simple assumption is built up a detailed account of the behavior of gases which not only accords with experiment but which yields results of great interest, results which experiment unaided by theory would be powerless to furnish.

I have been tempted to urge at some length the beauty of Science because there is a danger that this may be lost sight of in a too absorbing recognition of its practical applications. The beauties of Science are the beauties of nature, which reveals an inexhaustible store of treasures to the sincere investigator.

The place of Science in education must now occupy us for a short time. The reason there is so little support given to Science, so little desire to aid in its progress, is obviously to be found in the defective education both at school and university of our governing class. It follows that the only remedy is to give Science its proper place in the curricula of our schools and colleges. What, then, is the proper place of Science in education? In the past the only idea of an educated man has been one who has spent the best years of his life in acquiring a smattering of Greek and Latin and some considerable proficiency in athletics. And, although things have somewhat improved since my own school days, yet the prejudice in favor of a training which is almost exclusively literary, still lingers. I need not tell you that the object of education should be not so much the imparting of knowledge as the training of the mind, the eye, and the hand, and such subjects for study should be chosen as will best achieve this object. The advocates of the purely classical system urge that Greek and Latin are the subjects best calculated to call forth and develop the intellect. With this I cannot for a moment agree. Science ought to be taught more in schools if only for the reason that children like it. They don't as a rule like Greek and Latin, and if Science be admitted to be as good educationally as Greek and Latin, it would be a