

effect of ghost stories in a dark room, and the constant demand for verification in science.

These are some of the properties of sensations. There are others which a careful student with powers of observation may easily find out.

P. L. B.

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EXTRACT.

ARTS vs SCIENCE.

(*Sir R. C. Jebb*).

The claims of literary culture, as part of the general higher education, must not be neglected or undervalued. It may be that, in the pre-scientific age, those claims were occasionally stated in a somewhat exaggerated or one-sided manner. But it remains as true as ever that literary studies form an indispensable element of a really liberal education. And the educational value of good literature is all the greater in our day because the progress of knowledge more and more enforces early specialisation. Good literature tends to preserve the breadth and variety of intellectual interests. It also tends to cultivate the sympathies; it exerts a humanizing influence by the clear and beautiful expression of noble thoughts and sentiments; by the contemplation of great actions and great characters; by following the varied development of human life, not only as an evolution governed by certain laws, but also as a drama full of interest which intimately concerns us. Moreover, as has well been said, if literature be viewed as one of the fine arts, it is found to be the most altruistic of them all, since it can educate a sensibility for other forms of beauty besides its own. The genius of a Ruskin can quicken our feeling for masterpieces of architecture, sculpture and painting. Even a very limited study of literature, if it be only of the right quality, may provide permanent springs of

refreshment for those whose principal studies and occupations are other than literary. We may recall here some weighty words written by one of the very greatest of modern men of science. "If I had to live my life again," said Charles Darwin, "I would have it made a rule to read some poetry and listen to some music at least once every week. . . . The loss of these tastes is a loss of happiness, and may possibly be injurious to the intellect, and, more probably to the moral character, by enfeebling the emotional part of our nature." The same lesson is enforced by John Stuart Mill, in that remarkable passage of his Autobiography where he describes how, while still a youth, he became aware of a serious defect, a great lacuna, in that severe intellectual training which, for him, had commenced in childhood. It was a training from which the influences of imaginative literature had been rigidly excluded. He turned to that literature for mental relief and found what he wanted in the poetry of Wordsworth. "I had now learned by experience"—this is his comment—"that the passive susceptibilities needed to be cultivated as well as the active capacities, and required to be nourished and enriched as well as guided." Nor it is merely to the happiness and mental well-being of the individual that literature can minister. By rendering his intelligence more flexible, by deepening his humanity, by increasing his power of comprehending others, by fostering worthy ideals, it will add something to his capacity for co-operating with his fellows in every station of life and in every phase of action; it will make him a better citizen, and not only a more sympathetic but also a more efficient member of society.

One of the urgent problems of the higher education in our day is how to secure an adequate measure of literary culture to those students whose primary concern is with scientific and technical pursuits. Some of the younger English universities, which give degrees in science, contribute to the purpose by providing certain options in the science curriculum; that is, a given number of scientific subjects being prescribed for study with a view to the degree of B.Sc., the candidate is allowed to substitute for one of

these a subject taken from the arts curriculum, such, for instance, as the Theory and Practice of Education. This is the case in the University of Wales and in the University of Birmingham; and there are indications, I believe, that this example will be followed elsewhere. Considering how hard and sustained is the work exacted from students of science, pure or applied, it seems important that the subjects from which they are to derive their literary culture should be presented to them, not in a dry-as-dust fashion, not chiefly as subjects of examination, but rather as sources of recreation and changes of mental activity. From this point of view, for British students of science the best literature of the English language offers unequalled advantages. It may be mentioned that the Board of Education in London is giving particular attention to the place which English literature should hold in the examination of students at the training colleges, and has under consideration carefully planned courses of study, in which portions of the best English writers of prose and of verse are prescribed to be read in connection with corresponding periods of English history, it being understood that the study of the literature shall be directed, not to philological or grammatical detail, but to the substance and meaning of the books, and to the leading characteristics of each writer's style. If, on the other hand, the student is to derive his literary culture, wholly or in part, from a foreign literature, ancient or modern, then it will be most desirable that, before leaving school, he should have surmounted the initial difficulties of grammar, and should have learned to read the foreign language with tolerable ease.—*The Educational Review*.

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