

the school and the study are even more important than in the exploration of nature, and thus it is not surprising that in these especially the bulk of the work, though frequently begun by Englishmen, has been carried on by the great schools and academies of the Continent. In the regions of exact science, with which we are at present more immediately concerned, there will always be a much greater inducement for original minds to forsake the beaten track, the recognised method or system.

The genius gifted with a larger field of vision and a keener glance will always feel the longing to return to Nature herself, and the practical man will be allured by the prospects of application of science in the arts and industries. Both will find their reward; nor is it likely that the works of Faraday and Darwin should be the last illustrious examples of great and far-reaching ideas sprung from the living intercourse of original genius and nature without the support of any school; or that the practical success of the Atlantic cable will be the last fruit of the rare combination of highest mathematical genius with industrial and commercial enterprise. The historian of thought is forced to admit that such rare combinations are most likely to spring up amongst a people who have always opposed the rule of systems and methods, of schools and academies; who have nursed and cherished an intimate communion with nature; and for whom practical interests and adventures have always preserved an irresistible attraction.

Living in an age when the foundation in England and in Germany of institutions similar to the Académie Fran-