

the world; very kind, indeed, of its Solons to settle in a few paragraphs that all past and present generations have been all astray, and were not, are not, and cannot be—by actual standard—at all educated.

Grant Allen made know his views in the October Cosmopolitan. Here are a few extracts from his article:

Beyond a doubt, the course of learning Greek and Latin does not afford one a single piece of good mental training; it is unrivalled as a method of understanding the nature of grammar—that is to say, of the analysis of language. But this knowledge itself, though valuable up to a certain point, is absurdly overrated; ignorance of grammar is treated as a social crime, while ignorance of very important and fundamental facts about life or nature is treated as venial, and in some cases even as a mark of refinement.

An intelligent system of higher education designed to meet the needs of modern life would begin by casting away all preconceptions equally, and by reconstructing its curriculum on psychological principles. I am talking now, of course, of a general scheme of preliminary higher education—the sort of education which should form a basis for all professions alike (like the ordinary B. A. degree at present), and which would have to be afterwards supplemented by the special technical training of the lawyer, the doctor, the merchant, the manufacturer, the engineer and the parson. Such an education ought primarily to be an education of the faculties, language and grammar have proved themselves to be the worst possible failures. It ought, however, at the same time to consider whether, while training the faculties, it could not also simultaneously store the mind with useful facts. For both these purposes a general education in knowledge is the most satisfactory; and I say knowledge on purpose, instead of saying science, unduly restricted. I would include among the most important forms of knowledge a knowledge of man's history, his development, his arts and his literature. I believe that, for a groundwork, a considerable

range of subjects is best; this may be supplemented later by specialization in particular directions. Let us first have adequate acquaintance with the rudiments of all knowledge; in other words, let us avoid gross ignorance of any; afterwards, let us have special skill in one or more.

As a beginning, then, I would say, negatively, no Greek, no Latin, no French, no German. Those languages, or some of them, might or might not come later in particular instances. For example, a man might get interested in Hellas (say by travel, or by examining Greek sculpture), and might reasonably take up Hellenic art and Hellenic archæology; in connection with which it would also be desirable that he should read *Æschylus*, *Sophocles*, *Herodotus* and *Thucydides*. Or he might have business relations with Germany; in which case it would be desirable that he should learn German. Or he might take an interest in literature as a whole, and in the history of its development; in which case, of course, he could not afford to neglect French literature. Moreover, since languages are most easily acquired during plastic childhood, I do not deny that *if* exceptional opportunities exist for picking up modern languages (as during travel, etc.) advantage should be taken of them. I am not dogmatically opposed to the learning of languages; I have learned one or two (besides Greek and Latin) of my own accord. I only say their importance has been vastly overrated, and the relative importance of certain other subjects unaccountably underrated.

On the other hand, education ought certainly to include for everybody, men and women alike, some general acquaintance with the following subjects: Mathematics, so far as the particular intelligence will go; physics, so as to know the properties of matter; generalized chemistry; zoology; botany; astronomy; geography; geology; human history, and especially the history of the great central civilization, which includes Egypt, Assyria and Babylonia, Persia, Asia Minor, Hellas, Italy, Western Europe, America; human arts, and especially the arts of