

freshly from its matutinal tub, is ready to greet them gaily.

It is just this attention to detail that gives to continental cities their air of cheerfulness and thrift, and the utter lack of it that impresses foreigners so painfully on arriving at our shores.

It has been the fashion to laugh at the dude and his high collar, and the dandy of a Sunday morning in his master's cast off clothes, aping style and fashion. But better the dude,

better the colored dandy, better even the Bowery "tough" with his affected carriage, for they at least are reaching blindly out after something better than their surroundings, striving after an ideal, and are in just so much the superiors of the foolish souls who mock them—better even misguided efforts, than the ignoble stagnant quagmire of slouch into which we seem to be slowly descending.

AN IDLER *In Evening Post.*

## MODERN COLLEGE EDUCATION.

BY GRANT ALLEN.

BEYOND a doubt, the course of learning Greek and Latin does 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. (And, I may add in parenthesis, the man to reconstruct it would be Professor Lester Ward.) 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 en-

gineer and the parson. Such an education ought primarily to be an education of the faculties; and for educating 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