

THE RIDDLE OF THE UNIVERSE

mythology of Greece and Rome. Both of these will remain in the curriculum. The reason for that is obvious enough; the whole of our painting and sculpture, the chief branches of monistic æsthetics, are intimately blended with the Christian, Greek, and Roman mythologies. There will only be this important difference—that the Christian myths and legends will not be taught as truths, but as poetic fancies, like the Greek and Roman myths; the high value of the ethical and æsthetical material they contain will not be lessened, but increased, by this means. As regards the Bible, the “book of books” will only be given to the children in carefully selected extracts (a sort of “school Bible”); in this way we shall avoid the besmirching of the child’s imagination with the unclean stories and passages which are so numerous in the Old Testament.

Once the modern State has freed itself and its schools from the fetters of the Church, it will be able to devote more attention to the improvement of education. The incalculable value of a good system of education has forced itself more and more upon us as the many aspects of modern civilized life have been enlarged and enriched in the course of the century. But the development of the educational methods has by no means kept pace with life in general. The necessity for a comprehensive reform of our schools is making itself felt more and more. On this question, too, a number of valuable works have appeared in the course of the last forty years. We shall restrict ourselves to making a few general observations which we think of special importance.

I. In all education up to the present time *man* has played the chief part, and especially the *grammatical*