

highly developed and consequently analytical, the very reverse of a synthetic language like the Latin. It would therefore seem, if a profounder historical knowledge of our mother-tongue were needed, that it should be obtained from the study of Anglo-Saxon in the first place instead of Latin, and in the second place of French, or rather the earlier phase of it known as Old French, and then, perhaps, only of Latin.

A general historical knowledge of all these facts ought to be taken for granted in connection with the leaving class of the public schools, where also a knowledge of the principal classical roots might be imparted, which should serve as a sufficient classical substratum for the ordinary citizen.

Instead of pushing back the fingers on the dial-plate of time and making all languages compulsory for matriculation, some of them even in the public schools, as has been proposed with a loud flourish of trumpets, a readjustment of language work leading to graduation along the lines already suggested for matriculation, seems imperatively necessary.

When that is done in the case of Latin, and a similar treatment is meted out to all other subjects, that is, when no special subjects are given imaginary values and made compulsory on all comers, then an incubus will be removed, the effect of which will be that universities will become more what they ought to be, leaders in real literary activity and in scientific and industrial progress.

BIOLOGICAL ANALOGIES.

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1. Mental digestion or apperception.

It is a common habit to describe things and processes by figures of speech. Many of the results of education are described in terms of biology. I have myself often used a biological figure of speech to explain the Herbartian doctrine of apperception. The Pestalozzian, or sense-perception, standpoint believes in observation and the memorizing, but the Herbartian believes rather in explaining and understanding what is seen or memorized. It believes not so much in eating as in digesting what one eats. Not what we eat but what we digest nourishes and strengthens us. This figure of speech is of great aid to start one on the road

to insight into the merits of two very different theories of education. But the usefulness of the trope is soon exhausted. There are very few symbolic or figurative expressions which remain useful beyond the first steps of inquiry.

The digestion of food, for example, ends with assimilation of foreign matter introduced as food and the selection and distribution of the assimilated particles to the parts of the body to which they are to perform the office of restoration. They supply the place of worn out organic matter and these new particles will pass through the process of waste incident on fulfilling their bodily functions and then they must be removed and replaced by newly assimilated food. But this