

We may well ask, What do our so-called "educated" circles, who think so much of the high civilization of the nineteenth century, know of these most important biological facts, of these indispensable foundations for understanding their own organization? How much do our speculative philosophers and theologians know about them, who fancy they can arrive at an understanding of the human organism by mere guesswork or divine inspiration? What indeed do the majority of naturalists, even so-called "zoologists" (including the entomologists!), know about them?

The answer to this question tells much to the shame of the persons above indicated, and we must confess, willingly or unwillingly, that these invaluable facts of human ontogeny are, even at the present day, utterly unknown to most people, or are in no way valued as they deserve to be. It is in the face of such a condition of things as this that we see clearly upon what a wrong and one-sided road the much-vaunted culture of the nineteenth century still moves. Ignorance and superstition are the foundations upon which most men construct their conception of their own organization, and its relation to the totality of things; and the palpable facts of the history of development, which might throw the light of truth upon them, are wholly ignored.

The chief cause of this lamentable and mischievous state of things is unquestionably owing to the education given in our higher schools, and, above all, owing to our so-called "classical education." For as it is still deeply imbued with the scholasticism of the Middle Ages, it is still unable to digest the enormous advances which natural science has made in our century. It still does not consider that its chief task should be to obtain a comprehensive knowledge of