

believe that the latter is the case. An idea which germinates in an individual mind or is implanted by education is not in itself capable of guiding him steadily in his activity. If the whole environment is opposed to it in its thought, or mainly moving in a different direction, then a definite idea can, at the best, only generate an isolated activity; it will soon be extinguished by the weight of what is foreign to it. Our activity is determined not by that which passes transiently through our mind, but by that which is abiding and repeated in manifold connections. Herbart already recognised this so far as education is concerned. . . . But it obtains not only in young persons, but also with adults. . . . This is recognised, *e.g.*, by F. A. Lange when he attributes not only our moral but likewise a great part of our intellectual progress to the quiet but persistent action of Christian ideas for the very reason that it has been persistent.”¹ And Barth shows that a similar view is taken by Spencer.

¹ *Loc. cit.* (pp. 217-218). “Education may, in the abstract, be capable of introducing isolated and new aspects into the mind of great individuals, but will, in the concrete, only have an effect if these ideals coincide with a strong and growing current of public opinion. . . . Thus education cannot implant a content which is totally foreign to the environment; it will only have success if it coincides with a large existing or growing movement. Through education the great personality is rooted in its surroundings. But how about the age of maturity and of independent activity? Is the hero, as Bourdeau seems to think and Spencer expressly says, an un-

important accidental cause which liberates an existing latent power, removing a small insignificant obstacle, or is he more, does he augment the existing force? Can he add something to it that nobody in the great masses could have given? I would affirm the latter. Nobody, not even Bourdeau and Spencer, deny that the hero stands a grade higher than his contemporaries. He sees more, feels more profoundly, judges more correctly than they. He can express better what moves in all of them. From this it follows that the hero exercises an accelerating momentum, that without him everything would have progressed more slowly” (p. 218). And Dr Barth goes on to