

each of them to certain uses, but the education and training must be along the line, of natural fitness. You may suppress or develop certain functional characteristics, but you cannot create or obliterate.

The cow, by skillful handling and feeding, may give abnormal quantities of milk, or the colt, in the hands of the skillful trainer, show wonderful speed, yet in each of these cases the animal must have had the structural formations which fitted it to do what it did, or no feeling or training could have developed them. And so with us physically. Food of the right kind and in proper quantities must be furnished to develop growth of the body, but its particular form and features will be determined by laws as unchangeable and as all pervading as those that give form and character to the tree or plant. And so with regard to mental growth and development. The schoolmaster can impart knowledge, give mental training, exert influences, but back of them all is the mind itself, with *born qualities, original faculties*, capabilities, limitations, tendencies, a living vital force that will use all training and knowledge in a way determined by the law of its own individuality.

Do I then argue that on account of these born qualities of body and mind the school and the school-master are not needed? Certainly not. The born trotter will never be a prize winner unless he be developed by training, and the more skillful the training the more sure he is of winning. The fact that he is a born trotter is the best of reasons why the training should be along the line and in harmony with natural capabilities. It is for a want of proper recognition of this truth that there are so many failures among those who are highly educated. They have been trained to fill places and do the kind of work for which nature never designed them.

But without farther philosophizing, let us turn our thoughts in a more practical channel. While we are born with intellectual faculties, we are not born with knowledge, or the skill to use it; those must be taught. We need not only to know, but also how to apply what we do know. But everyone, in order to perform the common duties of life, needs to know how to read and write, to speak his mother tongue with reasonable correctness, to under-