

not this power he must get it, he *must* get it. Failures are caused by people starting before they are ready, before they have enough power. There is no use to turn on the steam in a locomotive before there is enough to move the train. Let a boy start to earn his own living at sixteen, carrying parcels for a dry goods house, or as messenger boy in a bank; if he has the necessary power or ability some day he will own a dry goods establishment or be the manager of a bank. If he has not the needed power he will live and die a simple clerk, a simple failure probably; he started before he had up steam.

You must get the needed ability. "Get ability," someone says, "but this is something that is born with a man, and if you have not got it you cannot get it." This may have been true one day, but we are living in an advanced age with great advantages, and now people are getting rid of those traditional hereditary ideas which have been dogmatically handed down from father to son for countless generations, so that we have believed them. Now people are coming to believe that a child's earliest environments influence it more than heredity. Look at a child two years old and imagine what is in its little brain. Do you know what is there? Only three feelings, I should not call them feelings, they are mere animal instincts—fear, pain and hunger, not even love is there. So what is in that brain eventually must come after. But there is a nucleus there capable of unbounded development, most plastic and able to produce a genius we know not of. The foundation of its power is laid in the first six years of its life and cannot be torn up and relaid. It learns more during those six years than it learns in any twelve afterwards. It learns to see, to love, to walk, to hear, to talk, to think, to use its limbs and body, to inquire into things, (its natural yearning for education, ideal

education). During these six years its education continues with greater rapidity than ever after until sometime at least, when it enters a school house. The education it gets in these early years comes directly of its own experience, and what we learn most thoroughly we learn of ourselves. Surely the child gets some added ability in these years. Surely it did not have all its talent when it was two days old. Let us believe one has some ability and that he can enlarge it many fold, that some have great ability and can multiply it many times.

But where can you get this increased power? In education. "In education!" says someone, "why I've been educating myself for fifteen years and I don't see that my native talent has been increased. I have learned much, but while my original talents are greater they have not been enlarged to anything like the degree you say possible. And I have studied earnestly and conscientiously and have won many prizes. There are many others, too, with the same experience."

This certainly looks hard for our educating powers. But the answer is not difficult. You were not educating yourself at all. You were merely instructing yourself. Education means a growth of mental power, which is the same as ability, so if your ability has not been increased you have not been educated. The schools and colleges you attended thought they were giving you education, but they were making a scholar of you instead of an educated man. They gave you facts, but not power; learning, but not ability; knowledge, but not mental strength. You were getting knowledge without the power to use it. You know the history of art, but cannot paint a picture that will live. You know how a sermon should be preached but cannot preach one, how to teach but cannot teach. Your teachers told you what other men have thought, but did not enable you