

child, the other in the external influences to which it may be subjected. The one group of factors may be styled the individual potentialities of the child; the other constitutes its education. A child is the germ or bud of a man or woman. If left to itself, it will be evolved into manhood or womanhood by its own spontaneous vitality. If we wish to regulate this process, we must know and observe its natural laws.

The old-fashioned comparison of the child to a block of marble to be hewed into shape by the educator, is therefore altogether incorrect. The true educator is a cultivator training a living plant. The Heavenly Father himself can educate in no other way, for we are the vine and He is the husbandman. If this fact of constant continuous growth is neglected, there can be no true education, or in other words, the growth itself will be the practical educator, and the work of the so-called teacher will be merely the patching of extraneous matter upon it, like tying artificial leaves on a living plant. It may be worse than this, for if the work of education runs counter to the natural growth of the pupil's mind, it may be like the placing of a board or a tile over a tender plant, by which it becomes blanched, deformed and worthless.

Admit these general principles, and we must hold that the work of education is one of the most complex and difficult of scientific arts, an art which must delicately suit itself to all the elements physiological, psychical, and ethical in the constitution of the pupil, and requiring for its successful practice the knowledge of a great number of scientific principles. We may well ask—Who is sufficient for such a work? and I feel sure that the greater number of experienced and successful teachers have long ago become impressed with a deep sense of their own weakness and insufficiency. More especially will this be the case when we bear in mind the necessary limitations and disabilities of the work of the educator, arising from the time available for its prosecution, and the rapid development of mind and body during that time, from the varied requirements for special studies depending on the needs of society, from the necessity of teaching large numbers of children having varied powers and tendencies in the same class and by the same method, and from traditional mistakes, as for example, a defective method of spelling and artificial classifications in grammar.