

common sense, mental ability and character are enormous. Obviously, they are of the utmost importance in determining the constitution of society and the aims of education. These differences come most clearly to view in the successes and failures of adult life. What is opportunity for one man is discouragement for another; as one climbs to eminence, another, starting with equal opportunities, treads a path that leads him to the poor-house. The struggle of life constitutes the test, a test which some pass gloriously and others utterly fail. Adult life, however, merely emphasizes the existence of individual differences in endowment; it does not create them. For the most part these differences, determining factors in the careers of men and women, are present in early childhood. In almost any American school the children display nearly every degree of intelligence between the brilliant Francis Galton and the feeble-minded Abbie.

Psychological and pedagogical investigations conducted during the last decade have clearly demonstrated the fact that children of the same age and the same amount of schooling vary from one to five years or more in mental capacity as well as in their school grade, and that the number of children who differ widely from what may be termed the normal is very much greater than has been generally supposed. Of course the factors which determine the rank a child takes, whether in school or out of school, are innumerable. One child may enjoy better health than another, be better nourished and less easily fatigued, or have fewer physical defects. One may study harder or with more interest and concentration of attention than another. Home environment is of great importance. A child reared in a slum, by ignorant or wicked parents incapable of training him properly, cannot