

the greater the chance of being of use in our day and generation. This is the lesson biology teaches us. The dodo had little power of adaptability and a change in his environment, the appearance of man in his little world, brought about his extinction, while the little sparrow, with greater adaptability, flourishes, becomes almost ubiquitous, in spite of human intervention.

This then may be taken as a definition of education: the development of the individual's powers of adaptability, and in this we find the higher aim of education. Education should not be merely the acquisition of knowledge; that is only part of it. It is not knowledge that is power, but the ability to make proper and skilful use of knowledge. It is not, unfortunately, altogether without reason that the mirth-maker or buffoon of a comedy is so frequently a pedant, his head, may be, packed with learning, but for the ordinary vicissitudes of life altogether impractical. Indeed the idea that much learning, if it does not induce to madness, unfits its possessor for the ordinary affairs of life, is no novel one. "When the Goths," Montaigne relates, "over-ran and ravaged Greece, that which saved all their libraries from the fire, was, that one among them, scattered the opinion, that such trash of bookes and papers must be left untoucht and whole for their enemies, as the only meane, and proper instrument to divert them from all militarie exercises and amuse them to idle, secure, and sedentarie occupations". This is the same disdain for learning that we find in the modern Goth, and is it not just because with a gain of knowledge there has often been no gain in adaptability.

But how may this adaptability be brought out? Not necessarily by storing one's mind with facts and theories, for who can foresee the environment to which a child or youth will require to adapt himself in after years. Faust, in his day, might boast that he had mastered philosophy, law, medicine and theology—and be it noted he confesses that he was no wiser than before—but to-day so great has been the accumulation of facts that no one can master more than a small proportion of them, and how can we be sure that any group of facts we may teach a child will be those which will adapt him to his environment in the future? If we could determine the environment beforehand, how simple would be the problems of education. The question of selecting the facts and theories necessary for successful adaptation would be a comparatively simple matter. This is to some extent the case in technical or professional education; but even here some of the original difficulty still lingers. For, in medicine, for instance, and presumably it is the same in other professions, it is impossible to foresee the conditions which may be encountered, a margin of adaptability is still required, and a grounding in fundamental principles must be imparted so that new conditions may be met by new adaptations and progress be the result.