

race endowments must vanish. Nature's pluck, as Huxley puts it, means extermination; and there seems to be a race law of fit-test survival as well as an individual law.

Another element under the internal factor in education is that of heredity. At first thought it might appear that no distinction should be made between the elements of heredity and original endowment. They are both capital with which one begins living, but while one is race capital, the other is family capital. All athletes were Greeks, but all Greeks were not athletes; *i. e.*, an individual may have a certain race connection which would lead us to expect certain traits and characteristics, but owing to divergent tendencies of a less general sort and to the peculiarities or "accidents" of hereditary transmission the race-type appears in all shades of importance and influence. The differences that we are here insisting upon might be comprised by the terms generic-type and family-type.

The discussions of heredity theory lie outside of our intent, but the field of hereditary fact may be profitably touched upon. Studies in this realm of fact have been largely of a physiological sort, Ribot claiming to be one of the first authors to adequately treat of the transmission of psychical traits. A few examples from his work and that of Galton.

Of 50 poets (chosen at random), 22 had distinguished relatives.
Of 42 painters " " " 21 " " "

Among physicians the Bach family is a classical illustration, there being in the history of the family 29 eminent musicians and over 100 "taking to music." Likewise of the base instincts and sentiment, criminal records are replete with glaring illustrations of hereditary law. The Jukes family is a case in point. Out of 540 persons, all descended from five sisters through seven generations, over three-fourths were criminals. Galton found by researches in England that of :

109 judges (from 1660-1865),	a grouping	in	85 families.
32 commanders	a	" "	24 "
52 literary men	" "	" "	33 "
65 scientific men	" "	" "	43 "

These examples may suffice to call our attention to the necessity of considering heredity as one of the elements in education. The physical dwarf must not be ground through the same mill as the robust child of the forest. The child of continuously illiterate parents should be differently educated than the child of the