

this sense is both natural and acquired and is inclusive of taste in the former sense. The constant exercise of fine discriminations, in whatever direction, soon develops a relish, a fascination or attraction for such exercise, not less powerful in its influence for good or evil than taste in the sense we have already illustrated. Indeed, taste in this higher sense is the key to success in every line of productive effort. The mechanic, the artist and the literary man are equally dependent upon the use of this key. It is, in the first place, a powerful incentive to all true effort. But it does not stop here. It is the only force which shapes and directs the exercise of physical and mental power in performing work. It is the inspiration which gives perfection of finish alike to the products of the artisan, the artist, the rhetorician and the poet. Without the existence and exercise of a well-trained taste, there can be no master mechanics, artists or rhetoricians. It is taste that decorates the palace and transforms the humble home into a place of comfort, neatness and beauty. Taste constitutes the principal factor in determining our course of life, and moulding our character. In short, a man never is, and cannot be, an effective worker in any sphere of life for which he is not fitted by natural or acquired taste.

What we have said in this and the former article is, perhaps, sufficient to indicate the place and importance of power, habits and tastes, as educational factors, and to indicate also that the teacher's work, if rightly performed, must have constant and pointed reference to these three factors. It may be best, however, before leaving the subject, for the sake of clearness and future reference, even although involving somewhat of repetition, to state propositionally the sense in which the words *power*, *habit* and *taste* are used in this discussion, and the relation

which these three acquisitions sustain to each other :

1. Power is used in the sense of capacity to receive impressions, to bear, to endure, to suffer, to be influenced. In this sense, power is a receptivity ; but it is much more than this. Power is used also in the sense of energy, of ability to produce effects, to bring things to pass, to act, to perform work. Here it should be noted, that, in both of these senses, power in the child is only germinal. Hence the work of the teacher with reference to this part of the child's nature is to supply the conditions necessary to develop fully all the possibilities of this germ.

2. Habit is used in the sense of an acquired or induced state of the body or mind by which the power residing in either is placed in such relation to a given end that such end is accomplished, whenever desired, without the continuous conscious exercise of the intelligence and will. In restricting the word habit in this way to induced states, it is not intended to reject the fact, now so well established, that certain aptitudes are inherited. We wish simply to confine what we say to acquired habits, because with these the teacher's work is most intimately connected.

3. Taste is used, first, in the sense simply of relish, enjoyment and consequent attraction ; and secondly, in the sense of the faculty or power of perceiving and relishing, and hence being attracted by beauty, order, proportion, symmetry, adaptation, or excellency of whatever sort. In the former sense our tastes are largely, if not altogether, simply incentives to blind action. When controlled or led by tastes of this sort, little, if any, account is taken of effects or consequences, or of the recitude of our course. On the other hand, our tastes in the latter sense are not only incentives to action, but they also deter-