

nature. The development of physical power, in a general sense, running parallel with the growth of the body, and of intellectual, moral and spiritual power, running parallel with the growth of the mind, will be conceded by all. But more than this must be conceded. Man, although an exceedingly complex being, composed of body and mind, is an organized unit. As such, every organ and faculty of which he is composed is endowed with the possibility of acquiring a power peculiar to itself. For example, the eye acquires the power of discriminating colours, the ear, of sounds, the memory, of retaining knowledge, and the will of putting forth energy. It is with this possibility, inherent in every organ of the body and faculty of the mind, the teacher has to do. To develop these special powers in his pupils should be the chief purpose or end of the teacher's work. If he fails in this he fails in doing the most important part of his work. Power is the foundation on which every other acquirement must rest. By this, however, is not meant power in general, but individualized power—that which can be discriminated and localized as belonging to special organs or faculties. It is true, that in the economy of body and mind there is a blending of power which produces what may be called strength or general power. Such power, however, is simply the result of aggregating the special power inherent in the individual organs of the body and faculties of the mind. The teacher's work has reference to this strength or general power, but only indirectly, only so far as he controls the symmetrical development of special powers. The blending or result is entirely independent of anything he can do. His efforts must always be specialized. His work must, in every instance, be directed to definable ends. He can-

not perform generic work; work which is equally effective in developing the power peculiar to every organ of the body and faculty of the mind. In this statement, however, it is not affirmed that the teacher cannot arrange his work so as to accomplish two or more ends at the same time. This he does, and must do, if he is an efficient teacher, but he does so consciously. He is not firing arrows at random at an indefinable object. He knows every step he takes in his work, just what end or ends he seeks to attain. Hence, his efforts, as already stated, are in the strictest sense specialized.

In dismissing for the present the question of the acquisition of power, we must observe that we have not discussed the way in which this acquisition is made. This we may do hereafter. We have sought only, very briefly, to emphasize the fact that this acquisition is possible, is co-extensive with our entire being, is the foundation of every other acquisition, and that it stands first in the order of the teacher's work. To this we may add that the teacher's work cannot be efficiently performed unless every step of it is arranged and executed with reference to the systematic and symmetrical development of specialized power. This is the teacher's first duty, his second has reference to the development of habits.

We have said that power is the foundation of every other acquirement. This we hold as a fundamental educational principle. But we hold it in the sense of distributed power, inherent in the organs of the body and faculties of the mind. Without this distributed power animal organisms would serve no higher purpose than a finely-finished machine formed of inert matter. With this, however, animal organisms, united with mind, become a living unit possessed of almost infinite possibili-