

1. *The Activities* as to direct preservation of life, indirect preservation of life, the family, the state, culture—(tastes, etc.)

2. These stand in proper order of subordination :

(a) Knowledge of things is *necessary* to all, therefore before all.

(b) Industrial functions before parental.

(c) Family before the state.

(d) The state before culture, (leisured life, etc.).

3. *Summary of these Activities.* Concession—activities not sharply defined.

4. *Ideal education.* Complete preparation for all these activities.

4 THE TEST, SECOND DETERMINANT.

1. Bearing of a subject on activities as necessary or contingent.

2. Acquirement has two values, for guidance, for discipline.

5. *CONCLUSION.* Hence general conditions for solution of the problem.

1. Life—several kinds of activities of decreasing importance.

2. Worth of each order of facts as regulating these, intrinsically, or quasi-intrinsically, or conventionally.

3. Regulative influences, as knowledge and as discipline.

In a similar way the remaining three cardinal divisions of this famous essay may be treated.

A few remarks by way of conclusion must suffice for the present.

1. We do not *begin* with this formal analysis for the student. On the contrary, he is to be led, with more or less help according to his ability, through almost unconscious groupings of the thoughts and unities to a conscious recognition of their vital relation with one another and with the organic whole.

2. We do not *begin*—e.g. in the extract "A Liberal Education," with a preliminary vocabulary of the "unfamiliar" words. The meaning

of a word is fairly known from its context, and the context from *its* relations, and so on; and thus, after the analysis, an explanatory word or two *then* makes the meaning *perfectly* definite.

3. It is clear that this course trains the higher correlative activities of mind, analysis and synthesis.

4. And therefore trains the memory—and the best kind of memory. For good thinking means good memory.

5. It is equally plain that the student's vocabulary and power of expression are increased. The thought-process is of course, to be completed in *expression*—written and especially, oral. Delivered from the bondage of minute and futile questioning, the student will have ample time for this most essential step.

6. After such an analysis-synthesis we are prepared for the lesson on style—the factor co-ordinate with thought in the best literature.

7. Of course, not all that passes under the name of literature is worth so thorough a treatment. But for masterpieces, thoroughness is the rule. The power of analysis comes from the practice of analysis, and therefore one effective thought-lesson is worth a score of fact-lessons. The habit of facile analysis once formed, the student has the power to grasp quickly and to retain firmly knowledge that is worth retaining; and, what is of equal importance, he can tell almost at a glance whether section, or chapter, or book is vital with "the precious life-blood of a master-spirit," or is, at best,

"Words, words, mere words, no matter from the heart."

Children have more need of models than of critics.—*Foubert.*

It is with narrow-souled people as with narrow-necked bottles: the less they have in them, the more noise they make in pouring it out.—*Pope.*