

Proceeding in this way with all the cardinal divisions, we arrive at the following scheme of thought relations for the entire selection :

PART I : THE NATURE AND NECESSITY OF NATURAL EDUCATION.

1. Suggested metaphor : Man's all staked on a game of chess. Must learn the game.

2. Metaphor strengthened and applied : Nature's game with man—infinitely more difficult than chess.

3. Mitigation of this startling thought : Opposing player *not* a fiend but a calm, strong angel.

4. Hence natural education is knowledge of (a) laws of nature—things and their forces—physical phenomena. And (b) laws of human nature—men and their ways—moral and social phenomena.

PART II : EXPOSITION OF (a) AND (b).

5. Nature educates *all* through things and their forces—physical phenomena : *Suppose an Adam*, etc. Education by things and forces.

6. Nature educates *all* through men and their ways—moral and social phenomena. *Suppose an Eve*, etc. Education by men and their ways.

7. Nature educates all from beginning to end of life.

8. Her rewards : Success for the honor-men, toleration for the poll, and extermination for the plucked.

PART III : NECESSITY OF ARTIFICIAL EDUCATION—I.E., EDUCATION THROUGH CONSCIOUS INTERVENTION OF MAN.

9. *Nature's* education is compulsory ; therefore harsh and wasteful : She treats ignorance as a blunder and incapacity as a crime.

10. Intervention of man needed to make good the defects of nature's method. Partial definition of *liberal* education. It is natural education supplemented by artificial education.

PART IV : CONCLUSION : ELABORATED DEFINITION OF A LIBERAL EDUCATION.

11. The complete definition : It includes something about the body—about the intellect and stored knowledge. About the emotions and the will.

12. Happy results from such an education. The harmony of man and nature.

The mind will deal in a similar way with each of the four parts, and if the principal analysis has been thorough, this final step will be comparatively easy. For example : in Part I, having noted the meaning of the first paragraph, the game of chess, and its relation to the second, we know what to expect in the second : the more difficult game ; the players, the chess-board, pieces and rules of the game ; the player against man—his character ; the stakes to the winner ; the penalty to the loser.

We may treat similarly the well-known definition, which no doubt many readers have gone over again and again without retaining the essential thoughts, to say nothing of the language. After such an analysis of the extract, we are prepared to see what the complete definition will embody ; something about the body, something about the intellect and stored knowledge—since these always go together, something about the will and the emotions—the æsthetic and moral sensibilities. And all these elements we do find. Thus, aiding memory by analysis-synthesis (thought), we may make the definition a permanent possession by attention to the related thoughts :

I. THE BODY.

That man has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with