

## IV.

The aims of Science and of Art were not distinguished and kept rigidly apart in the earlier stages of civilisation, nor are they kept apart in the earlier stages of the education and instruction of children in the present day. Learning is made pleasant and even amusing, and play is directed so as to contain instruction and to stimulate the intellect. But in the course of the development both of social and individual life, it has been found necessary to differentiate more and more the methods of gaining an increasing knowledge from the ways and means of pleasing the senses and satisfying the higher emotions.

It is likely that the inborn habit of imitation and repetition has played an equal part in the development of science and of art. Both may also be said to rely upon an ordering process, resorting to a rearrangement of the material, that is, of the experiences which present themselves in the stream of thought, and form the various objects which fill the firmament of the soul. But, whilst a primary object of this ordering process in the case of science is to gain definition and distinctness, the first higher step in art seems to be to add some new impression to a given complex of Sensations, Thoughts, or Emotions.

This new element which, consciously or unconsciously, emerges in any artistic effort is the giving meaning, significance, and value to the contemplated object.

Both Science and Art start from, and depend on, a synoptic view of a smaller or larger complex of mental