

SCIENCE

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FRIDAY, MARCH 30, 1900.

EDUCATIONAL VALUES.*

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HISTORY is always an attractive subject because it appeals to our sympathies. There is not one of us who has not been spurred to effort by the hope of reward, intellectual, moral, social, or material. Every one has at times enjoyed the consciousness of success, or suffered the sting of failure. The history of the race is the collective history of individuals. Every individual can in imagination put himself into the place of the actors who have left strong impressions on the world and been enrolled among the makers of history.

The history of education appeals less strongly to our feelings than does the recital of deeds that determined or destroyed men's leadership in the control of their fellows. But all of us have a very real interest in some of the educational problems of the day. From some points of view it is fortunate, from others, unfortunate, that the consideration of these problems implies conflict. We have all heard about a conflict, which is said to be very sanguinary, between the advocates of scientific study and those of liberal culture. I must confess that in my earliest manhood I rushed into this affray with all the joy and enthusiasm and self-confidence that a young man feels when he knows that he must be inflicting hard blows upon the adversary,

MSS. intended for publication and books, etc., intended for review should be sent to the responsible editor, Professor, J. McKeen Cattell, Garrison-on-Hudson, N. Y.

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