

Englishmen ; but that sound education will gradually eliminate. Genuine love of Fatherland is not of that selfish, self-sufficient type. If the Bible be the ground work of our teaching, and if our children be also taught something about the institutions of their native country and of the great principles on which our Church and State are established, they will grow up in loyal attachment to both. When they reach maturer years they will be proud to hand on to their children the sacred traditions of the past, and feel it their privilege as well as their duty to exercise the suffrage, not for

their selfish interests of a class, but for the benefit of the whole community. If hereafter called upon to bear arms in defence of their Fatherland and its dependencies, they will know that they have something worth contending for and be prepared to spend their last breath in fighting for its liberties and possessions.—*The School Guardian.*

It should be the duty of all teachers to instruct their pupils during their whole school course in their duties toward their family, their country, their fellows, themselves and God.—*M. Janet.*

EDUCATIONAL VALUES.

BY G STANLEY HALL.

[Report by the editor of the address before the Massachusetts Schoolmasters' Club, Hotel Brunswick, Boston, December 15, 1894.]

WHILE the report of the Committee of Ten is remarkable as a ferment, it has some radical defects that should not be allowed to go unnoticed. Among these are the assertions that the training should be the same for all students prior to admission to college, and that all subjects have equal educational values.

In France and Germany, where they have made a scientific study of conditions and experiences, they have, with great unanimity and with uniform success, given the pupils who are to go to the university a special preparatory course after the age of eight. America must do something akin to this. If foreign languages are to be studied, they should be begun as early as nine, when the language faculty is active. There is no point to the criticism that such special pre-

paratory work tends to caste. There is neither experience nor philosophy to justify such fears. If this recommendation of the Committee of Ten should be heeded, it would prove fatal to the very reform that it would champion.

Studies have not equal educational values, as the Committee of Ten, through its chairman, would have us believe. Quite the reverse. The most important problem before the school men to-day is that of educational values. Each study awakens, strengthens, develops a special area of the brain. If we had a special Tyrian dye for each study and its effect upon the brain was marked by its coloring of the cells and fibres specially and strongly affected, we should find that each had its own value and affected its own area.

In learning to *read*, there are a limited number of combinations of the twenty-six letters. In learning to read the dye would tint a very small