

"Supervision in Home Economics Education," "Public School Business Management," "Elementary School Core Programs."

Throughout his entire career, such a professional educator can have only the most fleeting glimpse of the great world of science and learning. At worst, he may have no contact with it at all. His first 12 years of schooling may be in a system run by these educators. His undergraduate work may be done in a normal school or teachers' college, dominated again by these educators. If he is fortunate enough to receive his undergraduate training in a college of liberal arts, teacher certification requirements may reach out to thwart him, diverting his effort to pedagogical trivialities at the very moment when he is ready to buckle down to serious advanced work in one of the disciplines. His graduate work is directed by professors of education, most of it in courses labeled "Education." His professional life is apt to be lived in close association with this educational bureaucracy and in an environment that is almost completely isolated from the realms of scientific and scholarly research and higher learning.

#### AN EDUCATIONAL IRON CURTAIN

ACROSS THE educational world today stretches the iron curtain that these professional educators have fashioned. Behind it, in virtual slave-labor camps, are classroom

teachers, whose only hope of rescue is from without. On the hither side lies the free world of science and learning, menaced, but not yet conquered. This division is the great reality that every citizen must recognize and understand. Such a subversion of American intellectual life is possible because the first 12 years of formal schooling (from the elementary grades through the high school) are likely to have fallen under the policy-making control of those who have no real place in—who do not respect, and whose learning is not respected by—the world of science, of scholarship, and of the learned professions.

There are notable exceptions, of course, but professors of education as a group have sold their position in the learned world for a partnership in the public school directorate. They serve their partners faithfully, laboring assiduously to enhance the power of the educational bureaucracy and to free it from the last vestige of responsibility to the world of science and learning. In return, the public school directorate renders valuable assistance to departments and colleges of education in building up their empires within the universities. Teacher certification requirements, fixed by the state's educational bureaucracy, insure a steady flow of students through the courses given by professors of education. Experienced teachers who return to the university for advanced work are all but compelled by their