

answer: through careful and systematic study of history, political science, philosophy, economics, sociology, and other relevant disciplines. The aim was to cultivate sound judgment based upon critical thinking and thorough knowledge. To the new pedagogical medicine man, however, all this is sheer pedantry, just as bacteriology is so much learned nonsense to the happy faith healer.

SHORT CUT TO WISDOM

POLITICAL, economic, and social problems that have taxed the intelligence of the best-educated men from antiquity to the present are to be solved, so the educator blithely assures us, through a "common learnings course" in the high school, wherein "materials from science, literature, history, mathematics, industrial education, homemaking, business education, art, music, and all other areas of the curriculum would be included." We must not detain him to ask for proof that his short cut to wisdom will actually produce it. After all, he has 54 other problems to wrestle with, and he must hasten on to the next—"the problem of acquiring the ability to select and enjoy good motion pictures," perhaps, or "the problem of acquiring the social skills of dancing, playing party games, doing parlor stunts, etc."

If men and women prefer the latter things to intellectual training, the educator

will argue, should they not have them? The question is really irrelevant, for the questionnaires do not provide, and cannot provide, one iota of evidence that the public is making any such choice. The most damning part of the whole study is that the questionnaires used are patently dishonest. They purport to ask parents, citizens, teachers, and pupils what they "think is the job of the secondary school." But the persons questioned are not permitted to give the slightest indication that they believe the job of the secondary school is to give intellectual training.

In the entire battery of questionnaires, there is not a single blank that one can check in order to express the view that the schools should offer sound training in mathematics, in natural science, in grammar and composition, in foreign languages, or in history. The citizen may respond in the negative to every question implying the substitution of frivolous aims, but he cannot indicate in any manner whatever the kind of positive program he would favor. The questionnaires are so rigged that the results are predetermined from the beginning. However overwhelming the public sentiment in favor of disciplined intellectual training may be, the professor of education who constructed the questionnaires has taken care that this sentiment shall not appear anywhere in the answers.