

administrative superiors to take that work, not in the subjects they are teaching, but in endless courses in pedagogy. A ludicrous inflation of departments of education results from this ingenious protective tariff.

If the workings of this great public school directorate are called in question at any point, an "educational survey" can be initiated, and the educators then cheerfully investigate each other, like a treasurer auditing his own books.

OBJECTIVE OF EDUCATION

THE DISCIPLINED MIND is what education at every level should strive to produce. And the years from six to eighteen are the years in which young men and women must learn to think clearly and accurately if they are to learn to think at all. Command of written English, foreign languages, and mathematics—to say nothing of the abstract processes of analyzing, generalizing, and criticizing—cannot be acquired in a year or two when a student or a citizen suddenly finds himself in desperate need of them. The seed must be planted at the beginning and cultivated continuously if the crop is to be ready when it is required. And these intellectual abilities *are* required, not merely as a prerequisite for advanced study, but also and especially for intelligent participation in the private and public affairs of a world where decisions must be made on

the basis of informed and accurate thinking about science, about economics, about history and politics.

The real evidence for the value of liberal education lies where educational testers and questionnaire-makers refuse to seek it, in history and in the biographies of men who have met the valid criteria of greatness. These support overwhelmingly the claim of liberal education that it can equip a man with fundamental powers of decision and action, applicable not only to boy-girl relationships, to tinkering hobbies, or to choosing the family dentist, but also to all the great and varied concerns of human life—not least, those which are unforeseen.