

Philosophy and History, Philosophy and Science, are mutually illuminating. The well trained student of Philosophy is likely to include in his course a large body of subject matter outside of Philosophy proper. It is a grave error to assume, as is so freely done today, that youths can gain education by concentrating in one or two things (including some that contain little educative substance) and adding at random such tidbits from other fields as may suit their fancy. The neglect of such essentials as Logic, Ethics and the History of Thought, and the failure to employ them at the foundations of the study of Literature, History and Science, and in the determination of the criteria and aims of these, will almost certainly be followed by intellectual confusion and shallowness. If we desire to educate youth to think clearly and resourcefully and to act justly, we should not omit from their curriculum the learning which is probably more apt than any other to accomplish those ends. Facts alone are not enough; trained reasoning and cultivated powers of analysis and appraisal are essential. By way of example, we cite the usefulness of Logic and Ethics in a connection which has recently given educators noteworthy concern, namely, the endeavor to inculcate a critical attitude toward political propaganda. It is doubtful that any study equips a person to analyze arguments, detect fallacies and see implications with anything like the effectiveness of a well-directed study of Logic. Nor does any academic branch equal Ethics, when studiously pursued, as a means to just and intelligent decisions in matters of conduct. Ideas and actions are likely to be confused and perilous if they are not informed by the knowledge which critical inquiry, notably Logic and Ethics, alone imparts.

In the third place, a number of studies now conspicuous in the curriculum include considerable matter borrowed from Philosophy. While this is in principle sound, if not indeed necessary, it may also be harmful practically. Unless the student has been prepared through appropriate philosophic study, and unless those who teach the subjects containing these philosophic borrowings are themselves well trained in Philosophy, the pedagogical result is likely to be negative. We find (and are informed that a like condition is found in regions other than the Southwest) not only that the students of these composite subjects are very often with-