

## Education and Intellectual Development

One can scarcely say that those who glorify intelligence and reason in the abstract, because of their value for those who find personal satisfaction in their possession, estimate intelligence more truly than those who wish to make it the indispensable guide of intellectual and social life.<sup>1</sup>

THIS ISSUE attempts to relate education and intellectual development. It is a modest approach. The contributors are school people. They show clearly where they now stand. They know that they do not have all the answers, and that the few answers they do have may not be definitive. They do not look upon intellectual development as something which, once attained, is exclusive, static or final. Rather, they regard intellectual development as an on-going process, preferably begun in early life and continuing through the years.

Development of the intellect is an area about which we admittedly know little. Asked to write on this subject, we are likely to concentrate, as did several of the writers for this issue, upon the more or less "tangible" aspects of the topic, upon process, or content, or materials, or personnel. These, however, are points at which we can begin to think of this topic, and at which we, as school people, can best hope to make the kinds of practical provision which can assist intellectual development.

Our writers have something to say about the relation of process to intellectual development. So much of the hope of education lies in our placing in the hands of the pupil, at the earliest pos-

<sup>1</sup> John Dewey, *Philosophy and Civilization*. New York: Minton, Balch & Company, 1931. p. 35. Copyright 1931 by John Dewey.

sible age, the effective tools of learning—the methods by which, through guided experiences and insightful interpretation, he can gain the knowledge and the skill of educating himself, of fostering his own intellectual growth.

Writers in this issue respect content. Their sincere hope is that the treasures of the cultural heritage will be made richly and invitingly available to all. And what of the intangibles, the ideals, the aspirations that can illuminate and give incentive to the search for intellectual development? These, too, are part of the school's responsibility, and a part which the school must share with the home and the other institutions of the community that touch upon the lives of the young.

Much of the qualitative development of the intellect can only come about through the guidance and inspiration of people. Not just any people—rather, persons who understand and respect intelligence and the life of the mind. Are the schools now manned by such persons? Can and do the teachers and administrators inspire on the part of all children and youth a profound respect for intelligence and for the methods by which it is applied to solving the problems of life and of living?

What higher goal can there be for education than the development of a sound person with sound and disciplined intellect? These contributors are concerned, each in his own way, with the pioneering of trails to the high reaches of the human mind and spirit.

—ROBERT R. LEEPER, *editor*, EDUCATIONAL LEADERSHIP.

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