As I engage in the so-called "bull sessions" around and about the school, I too often find that most college men have a misconception of the purpose of education. Most of the "brethren" think that education should equip them with the proper instruments of exploitation so that they can forever trample over the masses. Still others think that education should furnish them with noble ends rather than means to an end.

It seems to me that education has a two-fold function to perform in the life of man and in society: the one is utility and the other is culture. Education must enable a man to become more efficient, to achieve with increasing facility the legitimate goals of his life.

Education must also train one for quick, resolute and effective thinking. To think incisively and to think for one's self is very difficult. We are prone to let our mental life become invaded by legions of half truths, prejudices, and propaganda. At this point, I often wonder whether or not education is fulfilling its purpose. A great majority of the so-called educated people do not think logically and scientifically. Even the press, the classroom, the platform, and the pulpit in many instances do not give us objective and unbiased truths. To save man from the morass of propaganda, in my opinion, is one of the chief aims of education. Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction.

The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man gifted with reason, but with no morals.

The late Eugene Talmadge, in my opinion, possessed one of the better minds of Georgia, or even America. Moreover, he wore the Phi Beta Kappa key. By all measuring rods, Mr. Talmadge could think critically and intensively; yet he contends that I am an inferior being. Are those the types of men we call educated?

We must remember that intelligence is not enough. Intelligence plus character--that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate. The broad education will, therefore, transmit to one not only the accumulated knowledge of the race but also the accumulated experience of social living.

If we are not careful, our colleges will produce a group of close-minded, unscientific, illogical propagandists, consumed with immoral acts. Be careful, "brethren!" Be careful, teachers!
Is there any other purpose of education or is it aimed only at giving us a possibility to communicate our ideas and satisfy basic needs? During centuries, there were different interpretations of the purpose of education. Many scientists, pedagogues and philosophers tried to answer the question: what is the purpose of education? Taking into consideration the needs and tendencies of a modern society, we can assume that the purpose of education is to prepare students to be self-sufficient citizens capable of solving...show more content...

Our education should be aimed at educating people who love the But the purpose of education is, of course, far broader. As we all know, education has an intrinsic value as the hallmark of a civilised society and the foundation of our culture. Matthew Arnold was a great education reformer of the 19th century. He is best remembered now as a cultural critic, but he also spent 35 years as an HMI, the last 2 of which as Chief Inspector. In “Culture and Anarchy”, his best-known work, he articulated the liberal ideal of a high-quality education for all, which: [â€¦]seeks to do away with classes; to make the best that has been known and thought in the world current