

thoughtful reflection as a meaningful prerequisite to action; while for the uninvolved, educated hermit it serves as nothing but a meaningless meditation.

"I think therefore I am," says Descartes, but the man who thinks with a purpose is alive and the man who drives his mind to no purpose but himself is, for all intent and purpose, dead among us. Where is the real difference between the uneducated savage groping in the dark and the educated recluse who reads his books and turns off the light? Certainly it is determined disinterest by those who should be most interested and most determined that has caused the light to fail in the past decades and shine pale upon us today.

The fifth evidence of educated man, I quote in full: "As a fifth evidence of education I name efficiency . . . the *power to do!* The time has long since gone by, if it ever was, when contemplation pure and simple, withdrawal from the world and its activities, or intelligent incompetence was a defensible ideal of education. Today the truly educated man must be, in some sense, efficient. With brain, tongue, or hand he must be able to express his knowledge, and so leave the world other than he found it. Do something and be able to do it well; express what you know in some helpful and substantial form; produce, and do not everlastingly feel . . . and revel in feelings. These are the counsels which make for a real education and against that sham form of it which is easily recognized as well informed incapacity."

THE POWER TO DO! Isn't this the important thing about education? Perhaps even the only thing?

The inspiration for commitment, the motivation for involvement, since we admit it is not necessarily a natural outfall of education, could come from other sources. It could come from the home, the church, the school, and it could indeed come from government.

Too often the young graduate entering public life becomes discouraged before he even has the chance to learn what the real rewards can be. Full of ideas and boundless energy he finds himself trapped on the edge of some bureaucratic limb and, after a few years, we lose him. It happens, and we would be deluding ourselves if we denied it.

I propose that we begin more positively to look at the idea of giving our finest young minds a better chance to serve the people through government. We have a Peace Corps and we have a Job Corps. Why not, in Maryland, a Graduate Corps to bring our most promising