

nsible arguments. There may have been some/ very non-sensible arguments. And if you don't think they were capable of non-sensible arguments, read some of the stuff in the Talmud. I read some the other day. I didn't read some of the worst of it, in which they give some very silly arguments, because people often descend to ~~me~~ very silly arguments, and you will find in our national situation that decisions are sometimes made by very silly arguments, and you will find that great scientists sometimes reach decisions by silly arguments, which they have to retract and change later on. I was most interested to pick up a book a few years ago on educational psychology, and to read this statement in the book. It said, Experiments demonstrate that if a person receives training in some particular talent or skill, a certain amount of this training and increased ability extends over to his ability to do other things, and they said, If he, as he learns the skill, consciously seeks to acquire general ability that is transferable, rather than simply ability for this one skill, then a greater amount of the ability is transferred/~~skills~~ he said, many experiments have been conducted. Some of them have proven a great deal of the skills to be transferred, others a little, but all of them show that some of it is transferred. Now, he said, this being the case, why is it that 15 years ago it was stated in all books on educational psychology that acquired skill in one field is not transferable to another, that if you learn mathematics, it makes you able to learn more mathematics, but it is no help to learning latin, and that if you learn Latin, it makes you able to learn more Latin, but it is no help for learning German. They said, why was this stated in all books in educational psychology 20 years ago, and stated that this was the result of experimental investigation, when it is now proven that all experiments prove exactly the contrary? They said, the answer is not hard to prove. They said, the men who perform these educational6.... these experiments in educational psychology, were bitterly opposed to the idea of general disciplinary training, which had been central in education so long, and in our education, people had been trained in Latin and Greek, because it was said that training in the classics taught people to think, and enabled them to deal with problems, even if they never used the Latin and Greek again. Now, he said, these educational and psychological experts hated that idea, and wanted to get rid of Latin and Greek