

where the expert learns more and more about less and less; though not, I hope, reaching the point where he knows everything about nothing. The politician progresses, it is alleged, in the opposite direction until he comes to know practically nothing about everything!

From Plato - through Peacham - to our own time, it has been assumed that the purpose of education is to prepare a citizen for a rich and full life in terms of the society in which he will be living. But this society, as we know, is constantly in a state of change. In the last fifty years the changes have been more significant and far-reaching, I suspect, than in the previous two thousand.

Liberal education in the great Elizabethan age - restricted as it was to the few - was well designed to produce Peacham's desired product for that age; the well-informed and versatile citizen capable of turning his hand or his mind to a very wide variety of duties and accomplishments.

It would be agreeable to believe, although I think difficult to establish, that the mass educational procedures of our own day are equally well designed to produce citizens who are well-informed, wise and public-spirited; able to face and solve the problems of living in a world which has discovered the means of destroying itself as well as of enriching itself beyond all our dreams.

The test of the value of your education to you, as a person, may well be whether, when you have to call on yourself in moments of crisis or decision, you find "anybody at home". The test of its value to you as a citizen will be your wisdom and your sincerity and your understanding in reaching the judgments which collectively determine a nation's policy - for better or for worse.

These tests for education are more significant, I suggest, than one provided by the question which we hear so often these days: "Are we in the free world turning out as many scientists and technical experts and engineers as the Soviet Communist world?" That, I admit, is an important question, indeed a vital one, so long as "science is harnessed to the chariot of destruction" in a contest between worlds deeply divided by fear and hostility and ignorance. Nor is the answer one to give us much comfort.

In 1955 the United States trained 23,000 engineers, about half the number of five years ago. More alarming even is the fact that there is a progressively increasing shortage of science teachers.