

vailed in some quarters, and in fact, the entire country appeared for a time to have lost its balance. But the appraisal we made of our weaknesses during that period, it seems, was as deficient as the appraisal we made of the strength of our adversary, and afterwards we proved to ourselves and to the world that we, too, could build satellites and send missiles into space. And in so doing, we regained our good senses and recovered our composure, attaining an equilibrium of mind that better equipped us to make a valid assessment of the reason why we had fallen behind in a desperate race with calamity. A calm self-appraisal convinced us that what was needed above everything else was a more thorough and a more rigorous training of the intellect of our people—that despite all the progress we have made in education, the money and the resources we have put into it, what we had done was not enough.

The report made to the President two weeks ago by the Science Advisory Committee illustrates the new attitude we have assumed toward education and the use we are to make of it in this great effort to continue our civilization and our way of life. This report, which is called "Education for the Age of Science," places new emphasis on the natural sciences, mathematics and engineering in our educational system. But for those who might say that here we are merely imitating our enemies, the Committee makes it clear that the acceleration of instruction in these subjects does not mean a reduction of the effort in other fields. It speaks of a "proper balance" in our "educational offerings," with the strong suggestion we have been tarrying in the scientific areas. The question is asked: "How can a democratic society be successful if its citizens are unable to comprehend the proposals that are made by its specialists?" And then the report states affirmatively that if the citizen in this modern world is ignorant of science he either must guess what to do or believe what he is told.

The great men who laid the foundation of this nation knew well that a society of men and women who do what they are told is not, and could never be, a democracy.

This report to the President, as you know, goes on with a broad variety of recommendations. It proposes a modification of curricula to provide a greater challenge to the intellectual capacity of students, with an alteration of programs to fit the needs of gifted students. It advocates higher salaries for the teaching profession, along with a better understanding and a higher recognition of the position the teacher occupies in the community. It urges a doubling of our national investment in education—from \$15 billion to \$30 billion a year

The point I would make of it here today, however, is that it shifts the