

man" or "educated woman" and by your deeds make it visible to the people about you. But that will take some doing, perhaps a bit more than some of you may now realize. What education is, and does, and must do has been spoken of throughout the ages. "Education enfranchises," wrote Voltaire, reaching the heart of the matter in just two words. "The future is a race between education and catastrophe," wrote H. G. Wells, a survival judgment few in times past and none in times present have seriously questioned. Education and survival are truly linked and we are not to take seriously the quote attributed to an ex-governor five weeks ago when his car was rocked and besieged by Dartmouth students. George Wallace—that's the Governor of Alabama's husband—was speaking in the panic of the moment, and certainly not for posterity, when he said "Academic freedom can get you killed!"

One harassed politician notwithstanding, I have yet to read or hear it said that education is anything but good, and good for the receivers of it. The debatable point is whether it's being put to good use.

Let's look at this. The dismal determinists of history remind us that many of their gravest predictions remain uncontested. The doomsday prophets tell us that education, for all its extension and refinement, leaves civilization's child but a step past the primitives and perhaps even on the way back to the ice age. We are warned that in prevailing over simple ignorance, education may have pushed us to the more dangerous super-ignorance of not knowing what to do with our new found genius. Men, who today call themselves wise, reach back thousands of years for words to prove their dark and dreary wisdom. Plato, for instance, said "only the dead have seen the end of war," and Walter Lippmann only recently reasoned that because men have been barbarians much longer than they have been civilized they are only *precariously* civilized . . . that under stress and strain, under neglect and temptation, man might revert to his first nature.

For all its contribution to the conquest of time and space, distance and disease, who will concede that education has conquered the real object of its thrust . . . *man himself!*

Maybe it's just a personal thing with me, maybe I'm the perennial optimist, but when I read Plato, I search for the hope and not the despair; the challenge and not the chagrin. The very same Plato, who seemed to imply that men can't or won't change, also said that they must—when he wrote: "Governments vary as the characters of men vary. States are made out of the human natures which are in