

placed in the area had been thrown into the air as if they were toys. The model houses were in shambles, their roof tops scattered over the entire region. Glass and other debris was thick in the heavy dust created by the tremendous blast.

Although deadly, the gases from the bomb caused the most beautiful sight I have ever seen in my life. The sky was aglow with every imaginable color: purple, orange, red, yellow, blue, green, and many other shades of these colors. The multi-colored sky reminded me of an abstract mural, alive with color, yet strangely distorted.

As I look back on that beautiful yet frightful day in 1955, I am filled with a humble appreciation of our modern scientists. They have created a paradoxical type of weapon that is at the same time a temptation and a deterrent to war.

The Supreme Value of Knowledge

Frances Farnam

“THE supreme value of knowledge lies, not in the thrill which its discovery gives to the small band of experts, nor even in its practical usefulness, but in the enlargement and ennoblement of the human mind in general of which it is the cause.” This statement, made by W. T. Stace in his essay, “The Snobbishness of the Learned,” reveals a certain truth now becoming evident in the rapidly advancing world of today, a truth in which I firmly believe.

Knowledge in itself is familiarity gained by actual experience; hence, knowledge is the practical skill or perception of truth. The knowledge, for example, of the complicated process of trial and error in experimentation which resulted in the development of penicillin as a vaccine, is the primary value of a person's awareness of the substance. It is clearly evident that the scientists who perfected the highly beneficial antibiotic received a great deal of personal satisfaction from the knowledge that they had contributed immeasurably to the advancement of civilization. But is this thrill and satisfaction the end of, or is it the means for gaining the supreme evaluation of knowledge? So often, in our absorption in mastering the means, we lose track of the end which was our goal at the start.

The practical usefulness of penicillin, as an antibiotic drug which is a powerful bacterial destroyer of streptococci and meningococci, is definitely an indisputable benefit to the world in general. Its power for destruction of those bacteria which seek to incapacitate and ruin millions of persons each year is of utmost importance in science today.

Yet the researcher's and scientist's thrill and personal satisfaction, and the practical usefulness as a means of destruction of detrimental bacteria do not constitute the paramount measure of knowledge. Knowledge is valuable to man when his knowledge is applied to the comprehension of modern technology, his realization of the economic and social impact on society as a whole, and in strengthening his hu-

manistic values, both mental and physical, so that he will be able to cope with psychological, sociological, medical, and cultural changes which occur within his realm of existence.

This, then, is the supreme value of the knowledge which a learned man must obtain, comprehend, and put together in attaining good objectives in life.

Adjusting or Progressing?

Susan Blish

IT SEEMS to me that the present American educational system is turning out a highly "adjusted" aggregation of babbling babies. There is no real competitive stimulation for the superior student, only programs for helping the poor, sub-average student find his place in life. This is all fine and dandy and humane and all that, but meanwhile, as our nation grows steadily into a hodgepodge of well-adjusted ignoramuses, what becomes of our potential power—the above-average student? Becoming bored with the "adjustment" program, and finding nothing to stimulate his imagination, he is likely to drop out of school and spend the rest of his life piddling around in some mediocre job. Who is it that suffers? Why our nation does, of course!

From my own experience in high school, I know that this "adjustment" program is *the* thing! The constant drive was to create a program which would not be too highly competitive for the sub-average student. All of our honor rolls were discontinued, thus exterminating the stimulus for academic achievement. There was no need to work hard; no one knew it anyway! What was the reason for this? Merely to protect the poor student from developing an inferiority complex seemed to be the predominant reason.

To me, high school should be the place where an individual is stimulated in enough fields to the extent that he becomes intensely interested in developing his special talents—which everyone has. I strongly believe in segregating education according to intelligence. Separate the geniuses from the average and below-average intellects. This plan has many beneficial aspects. First, the genius will be stimulated by the challenge of his fellow genius students and will be more apt to develop his own ideas fully. Secondly, the average student will also be in a class where his ideas will readily be accepted by the rest of the group. If mixed, these two groups tend to act as forces against each other. By this I mean that the average student becomes afraid to express his ideas in the presence of a far superior intellect, and the genius, likewise, refrains from developing his ideas in hopes that he might be accepted as a "regular guy." But this segregational idea can't be had in America. "Why, didn't you know? That's undemocratic," say today's educators, who are influenced by the demanding will of the common, ignorant populace. No, we can't do that; only the Russians can do that!