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friendly organisation we who haven't suffered in this way should be able to supply books and scientific instruments for those who have lost them, but we can't bring the dead scholars back to life. It's obvious, of course, that where university buildings were destroyed in the overrunning of Europe the enemy ought to make the damage good.

Was Education Responsible for Hitler?

I'm taking much of this from a remarkable report on university education after the war which the British Association for the Advancement of Science has just published. It's full of suggestions that deserve attention. Throughout this report stress is laid on the need for a humane education: specialisation often comes much too early in a young man's studies and it happens far too often that while he knows all there is to know about beetles or radio activity or colloidal compounds, he's wholly ignorant of human history and has no integrated outlook on life at all. In short for all his learning he isn't an educated man.

I've been wondering whether our modern system of education is in any degree to blame for the spread of Fascism in Europe. I don't want to over-emphasise this suggestion. It was the slump that gave Hitler his chance in Germany; and once in power he kept his hold over the masses by his success in curing unemployment. Nor do I suggest that he used terror all the time. But his positive weapon was propaganda, which played on every weakness of the human mind and the human heart. I used to ask myself whenever I listened to it how could an educated man—how could any sane man—endure it? Well, they did, and that was in Germany, which used to stand for most of us as the best-educated country in Europe. I wonder was it? Perhaps its scientists and technicians were merely specialists who had never learnt to think. However that may be I'm sure of this — that lazy and untrained minds are unworthy of democracy.

"Science For All"

Freedom isn't an easy way of life. It's workable only in the society which enjoys economic health; but equally it's workable only in a society which has trained itself to think. And so I applaud the guiding ideas in this report. It proposes that everyone who goes to college should spend two years on a comprehensive course which it calls "Science for all." By this it means nothing less than a general survey of all that science has done for mankind. It includes biology and the theory of evolution as well as astronomy and physics. It finds room for some study of primitive cultures and religions; it then moves on to psychology and the study of man's behaviour in society. It starts with mathematics, and ends by facing the question, In what sense is man a spiritual being? Well if every university all around the earth had a discipline of this sort for all its students, whether they're going to be doctors or engineers, teachers or preachers, I believe that our chances of reaching civilisation and achieving democracy would be brighter than they are to-day.

One Amendment

There's one amendment I'd like to make in this scheme. I think we should keep this ideal of science for all in front

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of us in planning all our education. We should all of us enjoy this course not once but several times. Once on a level suited to children, again on a platform which adolescents can reach before they leave school, and finally at the university level. How many of us are likely in the post-war world to enjoy what the universities have to give us? It's a passionate belief of mine that it should be normal and usual for all of us, including those who mean to be farmers or



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