

SCIENTIFIC AND PROFESSIONAL TRAINING

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By lecture, by radio, by newsreel, by popular press and exclusive journal, the citizens of the Free World have been deluged of late with a flood of fact and fiction about education. Perhaps in no other single year have so many educational reports been so widely distributed, discussed and criticized. Alarm and anxiety were added to the general interest, for comparative studies seemed to point to Soviet Superiority in the field of education. Particularly in the area of science and technology the Soviets not only had more trained men but were producing them at a faster rate than any of the Free nations.

Under the whiplash of the growing communistic threat, what had been reported in learned studies became known to the man in the street; in the democracies the supply of scientific and professional manpower was shrinking before their own expanded needs. Fortunately, though the goad was ironically Russian, the decisions to remedy the recognized shortage were not made according to the Russian mold. In the United States President Eisenhower indicated that his government was determined to solve "this most critical problem of all" — the production of more graduates of quality in the sciences.¹ In Britain, the leaders decried the shortage of qualified scientists and were searching for means to alleviate the lack.² When nations behind and outside the curtains realize the urgency of an improvement in scientific training it would be sad for the Catholic Educational Association of the Philippines to lag behind.

The bombardment of suggestions arising from private citizens and public groups for a cure to the evident limitation in science and education should not cause sober minds to stampede to an imitation of Russian methods. The Soviets have been successful in obtaining their objectives. At first sight, especially to a scientist, the Soviet system is attractive. Science training starts at an early age; it is intensive; it is appreciated; it enjoys admirable facilities. The profession of science and technology is esteemed, particularly with emoluments and preferences. All of these aspects have paid dividends for the communist cause in an abundance of well-trained technicians and engineers and in an adequate supply of scientists of quality.

Successful as the Russian system seems, serious educators in the liberty-loving countries cannot subscribe to Russian educational standards. The more serious studies of Soviet education show its weaknesses. Last December Dr. Brickman of New York University's School of Education visited leading educa-

1. Dwight D. Eisenhower. Science and Security II — An address by the President of the United States, November 13, 1957.

2. Science and Society. *Nature*, Vol. 181, No. 4617, April 26, 1958, pp. 1183-1184. Also Science in Schools. *Nature*, Vol. 181, No. 4620, May 17, 1958, pp. 1371-1373. (London)