SOME PROBLEMS OF AN EDUCATED MINORITY

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Science has been a constant factor in the education which has brought these young men and women to this, their graduation exercises. Science represents but one division of all the studies and experiences they have encountered. During recent years their studies have been focused toward special careers, all scientific, broadly speaking. Previous to this specialization they and thousands of companions were engaged in what we call general education. Tomorrow and afterward they look toward employment in which they may use their general and their scientific education. Some have already found positions, others will find positions suitable to their training and ambitions. Some will not be so fortunate, if we may judge by the average results throughout American higher education. These average results are not primarily to be credited to or confused with current unemployment, but go to even deeper foundations in the American system of general and special education.

In this country we promise general education to all who wish it. Furthermore, we have laws which require that all young persons participate, so that those who do not wish education are more or less forcibly exposed to it anyway. Then, the educational system was asked to extend its years and to broaden its program so as to provide a living place for youth well toward their maturity. Some of these older youth are in educational institutions because they wish to be; some because they are nowhere else.

It is not news to any college administrator nor to the head of any professional college that the present educational situation causes many educationally drafted
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