Atomic Energy Commission, the north polar transits of the nuclear-powered submarines, Nautilus and Skate, have been accomplished and the Shippingport, Pa., central station power plant is a reality. Buzzing which can bring about such results should be heeded, in any field.

In Education and Freedom the field is public elementary and secondary education in this country today, and the attack on the status quo is vigorous, well-directed, and all along the line. The book consists of eleven chapters and three appendices. The greater part of the material in the first nine chapters is based upon addresses which the author has delivered before various civilian groups during the past two years.

The general tone of the work is not at all that of the stormy petrel; it is primarily expository, well-documented in contemporary foreign comparisons and historical precedents, and deadly serious. The urgency of his plea for upgrading our educational standards derives in part from his own difficulties in finding competently educated people to staff his assignment in building the first nuclear power plant for naval use. Incidentally, that story is very well told by one of those he did find, Commander E. E. Kimmer, USN, in the January 1950 Atlantic.

It is possible in the book to identify personal villains, comparable to the battleship admirals and the cavalry generals, but Admiral Rickover does not make the mistake of simplifying the problem to soap-opera good guys versus John Dewey and the National Education Association.

The “Freedom” term in the title means pretty specifically our survival as a nation, as in Thomas Jefferson’s dictum: “If a nation expects to be ignorant and free . . . it expects what never was and never will be.” Jefferson would have loved Rickover. The first three chapters deal with education as our first line of defense (the battleship admirals wince), lead time and military strength, and pioneering on the frontiers of knowledge.

Chapters five through seven, “Energy Resources and Our Future,” “From Deep Space to Ocean Floor: Vought Offers This Range to the Young Engineer”
In conclusion, this is recommended reading for everybody concerned with education, along with James B. Conant's *The American High School Today*, with which it has many points of congruence, especially with respect to the teaching of foreign languages. Other recommended readings, and readings as a basis for intelligent action, made by Admiral Rickover himself, are *Quackery in the Public Schools*, by Albert Lynd (1953), and *The Restoration of Learning*, by Arthur Bestor (1955).

As Charles van Doren says in the preface, "This is a fine and thoughtful book, and it is probably going to make a lot of people very angry. I think that's a good thing."

Paul C. Eaton, Dean of Students at Caltech is Lt. Comdr., USNR (Ret.). In World War II he served in various units of the Third, Fifth, and Tenth Fleets, principally in anti-submarine operations. In 1947 he had active duty in submarines in the Gulf of Maine, his own backyard, just before joining the staff at Caltech.

*Morphologische Forschung* by F. Zwicky
Winterthur, Switzerland . . . $2.20


Dr. Zwicky, Caltech professor of astrophysics and staff member of the Mount Wilson and Palomar Observatories, defines morphological research as "total research which is concerned with all the solutions of any given problem and which evaluates the relative values of all of these solutions."

Dr. Zwicky has already written extensively of applications of the morphological method to problems in jet propulsion and in astronomy — most recently in *Morphological Astronomy*, (1957). In his new book, he discusses the applications of the method to sociological as well as scientific, technical, and military problems.
Freedom of education and of educational discretion is guaranteed. Education financing is also a means to promote and guarantee the freedom of education. The State guarantees freedom of education. Freedom of education is the right for parents to have their children educated in accordance with their religious and other views, allowing groups to be able to educate children without being impeded by the nation state. Freedom of education is a constitutional (legal) concept that has been included in the European Convention on Human Rights, Protocol 1, Article 2, International Covenant on Economic, Social and Cultural Rights Article 13 and several national constitutions, e.g. the Belgian constitution.

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