

the matters which you will be discussing. I have no desire to deprecate the role of the diplomat in endeavouring to establish and maintain a peaceful international order. But I believe that peace must be firmly anchored not only in signed agreements and in majority votes in the councils of the nations but more fundamentally in the hearts and minds of men. Wars begin in the hearts and minds of men, and to the universities have been entrusted the enrichment of those hearts and the development of those minds. We have crossed irrevocably into a new age, at once terrifying and enormously exciting and in so doing the challenge and the responsibility for the universities have never been greater.

The challenge is not entirely a local or domestic one, hardpressed though our universities may be to meet the growing demands of society for higher education in this new age. I am thinking rather of its international implications and my concern is of course not unrelated to the translation I have undergone since our last meeting. Lest anyone have the impression that the metamorphosis to which I refer is in any way similar to the translation of the Prophet Elijah, let me hasten to assure you that my portfolio is External, not Eternal Affairs. In the latter field I profess no special competence and leave it to the theologians. Nor do I have any aspirations to prophetic powers but in my new capacity I do appeal to you and to your role in promoting world peace.

Importance of the Humanities

The age into which we have been ushered by hydrogen bombs, intercontinental ballistic missiles and Sputniks is obviously an age marked by the triumph of the physical sciences. If at one time we could luxuriate in the consoling rationalization that somehow the free world's system of education was better than that of its rivals, the recent scientific achievements of the Soviet Union have demonstrated that we can no longer comfort ourselves in this fashion. The problems with which we are confronted are urgent ones indeed but I am not a pessimist and I do not regard them as insoluble. In working towards solutions, however, I express the hope that we will not accept this challenge in a purely competitive spirit and make the galvanometer and the test tube the only instruments by which we measure the achievements of our institutions of higher learning. I plead for the humanities and for the sense of direction which only the humanistic disciplines can give to our actions whether they be personal, national or international. In accepting a challenge of grave international significance in a spirit of competition for self-preservation and in an attitude of intellectual panic, we run the risk of sacrificing as our objective the cultivated mind and substituting for it the mind which is narrow, one-track, biased or even worse, closed. The development of the humanities in close and harmonious relationship with the physical sciences is the main