

prejudice, a keen awareness of the ancient snags and snares in the way of progress. From my own experience the combination of qualities that I associate with the college generation of today is faith and courage tempered by a cool and critical awareness of the times we live in; above all, a rejection of sham and hypocrisy.

Young people do not merely want to know, for instance, what the aims of the United Nations Charter are, or the broad purposes of international co-operation. They want to know whether the specific steps which Canada and other nations are taking today are calculated to achieve these aims; the precise pattern of the relationship between collective defence measures and technical and economic assistance in the struggle to resist the inroads of Communism; how the Colombo Plan works; how it might be made more effective. They do not want merely to hear about "peace"; they want to know what they can do to achieve it.

And they show a highly creditable preference for solutions over resolutions. I can still see the face of a young Korean boy of high school age whom I met with a group of students the other day, who rather shyly waited after his friends had asked their questions, and then slowly raised his hand. His question was: "How can the United Nations bring peace to Korea?" I started to explain what had been going on in the Assembly debates, and how 54 nations out of 60 had agreed on a resolution sponsored by the Indian delegation aimed at resolving the prisoner of war issue which had deadlocked the Armistice negotiations, and how this had been rejected by the Governments of Communist China and North Korea. When I had finished my account he raised his hand again and said with a quiet persistence which symbolized, I think, the deep desire, the agony, for peace which must fill the minds of the people of the war-torn and divided land: "Yes, I know, but when are you going to bring peace to my country?"

Youth today has an honest and inquiring mind. It desires to test life in terms of its own immediate experience. But it does not merely put the questions. It gives answers as well; often with an assurance that I once had as an undergraduate at Victoria and much of which I confess I have now lost.

Since the aggression in South Korea not quite three years ago, many thousands of the youth of Canada have seen service in the Commonwealth Division or on the destroyers and aircraft which Canada has sent as its contribution to the common effort which has been made by the United Nations to restore the peace there, so that the peace may be preserved elsewhere.

Add to these - (and if I speak of Canadian youth, I do not for a moment forget that they are part of the vast company of the youth of the free world) - the young men who, as part of the NATO forces in Western Europe, stand guard in Germany in the 27th Brigade; man the Sabre Jet squadrons in France, in Western Germany, in Britain; sail the seas under the command of the Supreme Allied Commander Atlantic; and it will be plain that youth does not only ask the questions, it gives answers as well in terms of action. It accepts defence preparedness as the only possible answer in a time of crisis and danger like the present; but preparedness of a kind which does not mean building up our defences and maintaining our security by political methods which would leave little worth defending.