

thinking of the world situation, as well as of our national situation here in Canada. In the face of present-day speed and progress, surely there is need for haste in instituting long-range plans for sharing with all peoples collectively the scientific and cultural heritage of all peoples individually. Cannot education be made to play a vital part in the building of the peace? May it not, free and universal, form a basis of mutual understanding and respect?

That change in the social order is continual and inevitable is acknowledged even by those who wish to apply the brakes to the vehicle of progress, even as it is by those of us who would fain grease the wheels of that same vehicle. Let us first accept that fact, then try to discover how education, and what education, can make this progress smooth and beneficial. Let us learn how best to contribute in the things of the mind and spirit to the welfare and culture of others, how best to absorb what they have to offer in the same sphere; a process which should be as effective between province and province in our own country, between nation and nation in the community of the world, as it is amongst individuals. Indeed, I think it will be proven by experience that the sharing of knowledge, of scientific invention, and a common interest in the arts, and the use of the universal language of music can be aids in the preservation of world peace.

If one accepts the inevitability of social change, then one must also accept as inevitable the necessity of an emphasis on the teaching of the social sciences. The teaching of the social sciences involves more than merely a recitation of social facts; it involves some attempt at interpretation thereof, and that puts the educator into the role of a leader in social progress, rather than that of a mere instrument for the defence of things as they are.

It is unfortunate that the educator has perhaps too easily accepted the latter role, has accommodated himself to the environment and society with which he finds himself encompassed, and so has been pushed into the position of passivity, and is not at all the dynamic force in the shaping of events that he ought to be. He has found out that in his position life is more easy and placid if one does not too vehemently assert his rights of citizenship, and so he yields sometimes to the temptation to follow the paths of least resistance. In proportion as he does so, to that degree he loses the respect of those who look to him for leadership.

I have always protested the circumstances which produce such a retreat from reality.

I am not saying to teachers that they should indoctrinate or indulge in propaganda, but I could remind them, too, that by passivity and acquiescence they are already propagandists for the status quo. They are apparently generally so accepted, for when they do even mildly step out of that role, they are immediately rebuked and told that they should stick to the intricacies of algebra or of the transitive verb, or they are accused of indoctrination or of being agitators or communists—and in that connection I deplore the recent comments made upon the educational institutions of this country by the leader of the Social Credit party (Mr. Low).

He would no doubt agree with the following statement by the deputy leader of the Conservative party in the house, who said:

One of the things that this country must do is to see that the seats of learning, whether they be higher or lower, are purged—

A good word!

—of any teachers who may be found to have undemocratic ideals, whether they are purveying them to the pupils or not.

He does not define “undemocratic”, nor does he say who is to do the purging. And so we are now to dictate to the teachers not only what they shall teach, but what they shall think! That word “purge” does not somehow go well with a passion for democracy. It reminds me too vividly of certain historic events which took place prior to the war in two countries which have for some time not been considered as good examples of the democratic state. I am glad, however, that the hon. member realizes his own limitations. He referred to his own speech, and quite rightly, I think, as a group of rambling remarks and expected criticism in regard to it. Well, let me tell the hon. gentleman that the German teachers, suitably muzzled as to democracy and indoctrinated as to nazism, were the key group in the plans of Hitler in the building up of his tyranny.

But to return to my remark that education can play a vital part in the building of a peaceful world, I want to ask for both government and public support for the united nations educational scientific and cultural organization, which was set up in London in the closing months of last year.

The term “federal aid to education” can have a practical application in connection with this institution. It will need an ample budget, may I say, and the government can help there. Education as an instrument of peace must be universal. It is vain for one country to educate its youth for peace, whilst, all around, its borders are bristling with the guns of those who cry for war. Our aim