

If it is so easy to teach a whole generation hatred and suspicion, and false pride and prejudice, cannot the same determined energy and relentless purpose be applied, and the same resources provided for the construction of a dynamic and democratic citizenship?

Well, what can be done about it? How can education be made to serve more effectively the free democratic state, without weakening the freedom of the individual to make up his own mind?

If I knew the answer to this question, I would deserve much more than an honorary degree. I know however, that it cannot be done by concentrating on huge mass-production educational factories, where the over-worked, under-paid professor drones his lecture over a loud-speaker, in a great hall to a thousand students. Nothing could be much more remote from intelligent and rewarding education procedure than that. I know also that it cannot be done, and indeed that it will be prevented, by stifling free expression of opinion and shackling academic liberty in the name of protection against subversive doctrines and for the sake of increased endowments. I know finally that it will never be done if the teaching profession is not exalted in dignity and reward, well above the plumber, for whom I have a very high regard, and the hockey player, for whom I have a very great envy.

One really constructive way of ensuring that colleges perform effectively the vital function of education for citizenship would be to put in all things the educator ahead of the edifice; and the quality of students ahead of their quantity. That is why I would like to make a plea for the small college, where education can retain the appealing advantage of personal contact and the intimate relationship of master and student. I hope that in this respect MacMaster will stick to the things that are righteous and leave the cult of size and of magnificence to others.

Every student cannot give all his time to philosophy, politics and economics. Of course not, but every student, before he leaves his college can and should be given the chance to understand - and the understanding is terribly difficult today - his relationship to his community and his state, and their relationship to the community of nations. Every student, whether he is majoring in veterinary science or Etruscan art can and should be assisted and encouraged to think straight on the social, political and economic issues of the day. Straight thinking on these is the crying necessity of our time. Crooked thinking is its greatest danger. To see through shams and not be fooled by words. To shun self-deception, the peculiar weakness of the Anglo-Saxon mind. Every student must be given an opportunity to cultivate these essential attributes of the good citizen.

Let me tell you how one American college has met this challenge squarely, and with great success.

Dartmouth College, in New Hampshire, introduced last October into its curriculum the requirement that every senior, no matter what faculty he might be attending, should complete successfully a course, called "Great Issues".

This course, according to a college bulletin explaining it, has three aims.

1. To provide a more purposeful transition from undergraduate to citizen and from classroom general education to adult education.

2. To develop in all graduates of the college a sense of common public purpose, of heightened individual public-mindedness and to sharpen a little the individual's ability to relate learning