

One of the main effects of a system of education which is more broadly based than ever before in history is the sense of involvement in a widening world which it imparts to those who benefit from it. If the purpose of education is to broaden as well as deepen the circle of one's experience, it is inevitable that as forces and factors which were once remote become understood by more and more people, there will be a correspondingly increased popular sense of positive intellectual participation in the world of events.

Having made these observations, let me return to the second motif in the theme which I have been developing of the impact of science and education on foreign affairs. As a result of the development of a broad and deep educational system and philosophy, and as a result of the relative ease with which the enquiring mind can obtain information, public opinion is becoming better informed about the conduct of foreign affairs and ordinary citizens are becoming more aware of their own role in external relations. In a world that has become very small by improved means of transportation and communication, giving events in Djakarta, Karachi and Budapest a new sense of immediacy, it would be almost impossible for the man in the street to avoid feeling involved at least to some degree. As a result, the diplomatic exchanges across the green baize conference table can become in a matter of hours a subject of conversation at countless dinner tables throughout the world.

The development of a better informed and more articulate public opinion is a factor which any democratic government can ignore only at its peril. In a democratic society no government can venture to propose or to put into effect foreign policies which are unlikely to receive the support of the great majority of its citizens, or which may destroy the essential unity of a nation. The early governments of Western Europe did not suffer from this disability. Since the Eighteenth and indeed throughout a large part of the Nineteenth Century, decisions concerning war and peace were not considered to be matters with which the people as a whole, the great majority of them illiterate, had any concern whatsoever.

Today, the democratic governments of the Western world could not afford to adopt such a haughty indifference to the wishes of their people and, indeed, by their very nature, would have neither desire nor reason to do so. What I have termed reasoned influence plays, I emphasize, a powerful part in the formation of a government's foreign policy. In certain respects, this more immediate sensitivity to the wishes of an electorate places us at a disadvantage in the world of today because our adversaries apparently suffer from less restraint of this character upon their policies or practices. I wonder whether there is not an interesting parallel to be drawn, in so far as public opinion and foreign policy are concerned