

But that kind of success is not the aim, but merely a by-product - though a very useful one - of education. If I sometimes wonder, as I do, whether our school and college curricula are not now designed more for the by-product, success, than for the main result, a good education, I am cheered by the conclusion of the President of Columbia University, Dr. Grayson Kirk, that "there is virtually no known curricular device that can prevent an earnest and intelligent young man getting some kind of education". I am sure that has been your experience at Maine, because I know that you are both earnest and intelligent.

To return to Abe Martin: he was probably basing his pessimistic conclusion about education on the assumption that it provokes thought at the sacrifice of action, and stimulates the search for truth, regardless of consequence. This is not always a good recipe for the kind of success Abe was talking about. He would, however, have taken comfort from an observation attributed to J. S. Squire, the English literary critic, that "most men never think again after they begin to work". I suspect that there may be too much truth to this, in spite of the forty hour week!

Yet there never was a time when hard and honest thinking was more important than it is today; a time when ideas, ready-made and off the hook, are flung at us - on newsprint, on the screen, over the air and on the television, until we are in danger of being beaten into a dull and uncritical acceptance of the biggest headline and the loudest voice; because it is easier and safer and more profitable to acquiesce, to conform and not to ask too many questions.

There can, however, never be too many questions. Indeed, the quality and growth of an individual or of a society or of a nation are largely determined by the strength and vigour of the spirit of enquiry. Progress throughout the ages has depended largely on those rare men and women who have had the courage and intelligence to ask questions, and who have refused to be silenced by bad answers or no answers. Please don't stop asking questions.

One such question, indeed one of the fundamental questions of our time, is "Who is my neighbour?".

In the narrowest international meaning of that word, your neighbour in Maine, and indeed in the United States, is my country, Canada.

Neighbourhood is merely a fact. But where the response to that fact is good relations, good understanding, good feeling, that is an achievement. Our two countries can congratulate themselves on this result. Once achieved, however, good neighbourhood must be preserved and cultivated or it will weaken and might disappear: for neighbourliness, like marriage and friendship, cannot thrive on ignorance or neglect.

That is why, as an individual Canadian - and also as a member of the Canadian Government - I welcome this opportunity of expressing my appreciation for the outstanding work which this University, and your President, Dr. Hauck, have done over many years to improve the basis