

informed about his function as a political animal than he has ever been before in history. That is a "tall order" I know but a necessary one if democracy is to survive and develop. The process should begin when we learn our A.B.'s and should not end when we win our B.A.'s.

This may seem pretty platitudinous stuff. It is. Some platitudes, however, have become such because they are so fundamentally true that it is impossible to refrain from repeating them over and over again. I do not apologize, therefore, for repeating that the kind of education that is most essential now is education for citizenship. All that this means in reality is the cultivation of a capacity to think clearly and honestly on political, social and moral issues. That is all, but that is everything.

There is, of course, much more to a liberal education, the values of which I am venturing to emphasise, than training for citizenship. If I have now singled out this one part, it is, I suppose, due to the fact that my studies in the past have been, and my interests at present are largely concentrated on government and citizenship, national and international. Not many persons in recent years have had better opportunities than I have had to note the lamentable results when uneducated, or worse still, evilly educated minds are applied to contemporary political problems, more particularly in the international sphere, where there is so much room for prejudice, passion and misunderstanding. The representative of a country at an international meeting, reflects the views and opinions of his government. In a free democracy, if those views are wrong and narrow, they will, in most cases, reflect the wishes of the free people who put that government in power. The fault may be in the fact that those free people have not been educated, they have merely been taught sums. The individual citizen and his government cannot escape from their responsibility to provide the education which is required to make the good citizen. Nor can the teacher, the school, the college escape from their responsibility to use intelligently and unselfishly the educational facilities that are given.

We have the tragic and horrible evidence of Nazi Germany to prove what evil education can do to a single generation. We have evidence before us every day to show the power that communist educational systems can exert over the mind and the soul. We know that education can bend and warp the mind, especially when it adopts, not the simple techniques of the little Red School house and the three R's, but when it batters the brain and heart with every modern mechanical device for forming thought and creating emotion; the radio, the motion picture, the mass appeal.

In communist states and in particular, Soviet Russia, education is the agent of the state for purposes, many of which have little or nothing to do with any good result. In a recent Soviet article on "Pre-School Education", written by one L.I. Mikhailova it is emphasised that the purposes of the kindergarten is to instill in the minds of the small children, from three to seven years of age, a love for Soviet Russia, for Comrade Stalin and a pride in the glory of the Soviet army. That may seem to be a somewhat ambitious if not too alarming, educational programme for a three year old. It becomes something much worse when the same children are also taught at an early age that foreigners, except of course, communist foreigners, are their enemies, with whom no friendship or mutual understanding is possible - even on the intellectual plane. There is much evidence that this kind of education, which arouses in us feelings of discouragement and even despair, can be devilishly effective. The essential prelude today, to the establishment of a dictatorship, whether of left or right, is the false education of youth. The essential foundation of a free democracy must, in its turn, be the good and true education of youth.