

If the amazing development of science over the past fifty years has had the effect of widening the horizons of diplomacy and revolutionizing the scope of the peacemakers' endeavours, so too the impact of increased educational opportunity has been felt in the formulation of foreign policy. In the context of this Henry Marshall Tory memorial lecture, I believe that it is not inappropriate that some attention be devoted to this second inter-relationship. As science and education were intimately associated in the mind and career of Dr. Tory, so too are these - shall I call them factors? trends? of modern thought - so too are they fundamental to the revolution which has taken place in diplomacy. The fact that a distinguished scientist and an inspired educator was also one of the foremost proponents of the League of Nations Society in Canada, serving in his long association with it as President for a five-year term was, I am convinced neither the result of accident nor the indulgence of a dilettantish attraction to the glamour with which the practice of foreign policy has all too erroneously become invested in the popular view. This peripheral, perhaps, but nonetheless important facet of Dr. Tory's career denotes, I suggest, an awareness on his part of the dangerous directions in which events were moving - of the frightening fissions of divisive forces, both political and scientific, which had either occurred or were in a menacing embryonic state. It also represents a groping on the part of a man of great intelligence and abiding goodwill whose career, I repeat, was symbolic of his times, towards solutions to, remedies for, and safeguards against what might have been apprehended as inexorable disaster.

If, in the widespread effects of increased educational opportunity are to be found certain elements of the solution to some of these problems, so at the same time has the acquisition of higher education on the part of more and more of our people had an effect in revolutionizing the scope of diplomacy. I hesitate to use the phrase, mass education, for in speaking of education, it is not a population's minimum level of intelligence, good taste and cultivated attitudes which I have in mind. A little knowledge is indeed a dangerous thing, and mass pressure and reasoned influence are two different things under a democratic form of government. It is rather in terms of what I have called reasoned influence that I see the greatest effect of the broadening popular base of education, on the formulation of foreign policy. That the universities have a role to play in this regard is self-evident. To this audience, I need scarcely issue a warning against a world order based on prejudice, ignorance, half-truths or mass mis-information. Throughout the centuries of Western civilization, the universities have stood as citadels of independent thought, and thereby under-girded those standards which shape the actions of individuals and nations.