

Robert Louis Stevenson expressed the pattern of recrimination in his day, and I think it applies even more today, between the mature and the young, in the following parable:

"Be ashamed of yourself," said the frog.
 "When I was a tadpole, I had no tail."
 "Just what I thought," said the tadpole.
 "You never were a tadpole."

On the other hand, there never was a time when the mature were more tempted to reply - especially I suspect teachers - in the language of the Shepherd in the Winter's Tale (I wouldn't quote this, as too vulgar, if anybody but Shakespeare had written it):

"I would that there were no age between ten and three-and-twenty, or that youth would sleep out the rest; for there is nothing in the between, but getting wenches with child, wronging the ancientry, stealing, fighting."

Assuming, however, that as teachers you have been able to close this gap between the young and the older, what role can you play in international relations? I am not thinking of your role as citizens which, I suggest, should be the same in opportunity and responsibility as any other citizen: I am thinking of your role as teacher.

In the first place, I suggest that only good citizenship in each separate country can ensure good international relations between countries. In establishing such good citizenship, it is merely repeating the obvious to say that the teacher is all-important. The first objective of such teaching, even in respect of citizenship, is to think clearly, to express thought clearly, both in word and in writing. This may seem an irrelevant, even trivial consideration, but I assure you that it is not so. International relations are bedevilled by prejudice and misunderstanding which are often the result of the inability of the half-educated mind to resist the appeals of other half-educated minds; of inability to look behind the headlines which, with all respect, are often mischievous and misleading; of inability to distinguish between the sincere and the sham, between the true and false appeal, between the appeal to prejudice and the appeal to reason. The results can be disastrous when sloppy thinking, when the mentality of the catch slogan and the comic strip, is applied to international problems.

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; especially 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.

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.