

International Relations & Education

(Summer Session Lecture, June 27, '45)

I. Introduction: International Relations far away - closest to our lives.

1. Sometime ago asked to talk on World Citizenship.

Found myself like the man from L.A.---

no such thing as world citizenship

Citizenship involves membership in a political entity with an organizational pattern; purposes, a cluster of traditions, procedures and institutions; and for the individual loyalties, duties, rights and obligations.

2. Our international difficulty today arises out of the fact that world citizenship has never been defined or made possible for all people. We have existed in more or less of an international anarchy, rather than as a family of nations and when one nation goes too far, war has inevitably resulted.

3. To date, history has proved that idealism when harnessed with power can conquer and destroy governments captured by avaricious men for their own selfish purposes, and when not harnessed with power they're lost. We licked Germany. We are about to lick Japan. But we have no guarantee that we can defeat the next combination of the philosophy of materialism, avarice and power which may some day rise against us.

4. Yes, our fighting men have won this first war. But what is it that they have wanted? If reports from the battle fronts are right--

They have wanted home, friends; freedom; a chance to play; a job. They have fought for a chance to be respected; to count in the world; to be somebody; to live and let live. They have fought for the preservation of the worth of the individual and of human dignity in the world.

II. Yesterday was an historic day - 50 nations' delegates signed charter. When charter is ratified by governments then for first time we can speak of World Citizenship.

Our task then will be to define for the individual in every nation - his loyalties, duties, rights and obligations.

A brand new task for education.

III. We can examine with profit some of the comments made following the signing of the Charter yesterday

1. Stettinius and Senator Wileys.

Stet. - "This Charter is not the end - it is only the beginning. A great task is before us."

Wiley - "Do not make a fetish of the mechanism of the Charter - One thing is certain - the peace organization will not take care of itself."

Disc.: Articles of Confed.

Rep. of people - not governments.

Strength of Charter - thinking of peoples.

2. Earl of Halifax - "If men are serious in wanting peace and are ready to make sacrifices for it, they may find means to win it."
3. Joseph Paul- Boncour - "The International organization will no longer be unarmed against violence."

Charter provides for international law and power to enforce it.

- a. Rule of law distinguishes the free nation from the one in which men are pawns. - International - pawns.
- b. Power without reason is tyranny.
Reason without power is anarchy.

Sacrifice of sovereignty.

Education (to redefine national goals
(to redefine national citizenship to include citizenship of world state.

4. Jan Masaryk. "Let us please stop talking of the next world war."

Historians - one thing sure is war.

Wrong.

- a. Intelligence can direct course of human events.
- b. Faith accomplishes the impossible
Educ. implications
5. Ezequiel Padilla - "The small nations must not forget that they are not too small to dream of, yearn for, and fight for the cause of mankind!"
6. President Truman. "It is easier to destroy tyrannies and concentration camps than the ideas that brought them into existence."
Here we find the greatest implication for education.

Ideas - most powerful - explosive thing in world, Education.

- a. Students
- b. Selves.
- c. Free press and radio throughout world.
Need continuous flow of facts, ideas, relative points of view, considered interpretations, forums, discussions.
 - (1) Substance with which to think
 - (2) Indiv. encouraged to feel that his thinking counts.
Needs equipment
Tech. of propaganda.
- d. Get view that (ideas can't be quarantined
(" can't be super-imposed permanently.

IV. Education has a big new task.

1. How teach citizenship - national - world.
Individual matter.

Knowledge
Responsibility
Unselfishness

2. Look at ourselves objectively.

- a. Do we try to dominate others?
What about our minority groups?

3. How can we get a better balance between selfish and unselfish impulses?
Individual lives.

Business. National. International.

Exploit - or industrialize. Help to help self.

- V. Madame Sulit. "We Phillipinos can look at you and with you, but not up to you.

You appreciate the value of human dignity."

Remember that recognition of dignity of nation based on daily attitudes
and practices.