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the failure. We have too often, perhaps, pushed forward the frontiers of knowledge and scholarship, with too little attention to the relation of that frontier to human affairs; we have been emphasizing the necessity for research, without considering whether that research ever penetrated the field of action.

Never was the responsibility of education and of educated men and women so great as at the present time; never was the obligation and the opportunity of colleges and universities so great as in the present period of storm and stress in our tortured and sorely perplexed world. Our world is looking anxiously for light and for truth. Where are these to be found if not in our centres of learning?

Today as never before a definite obligation is imposed on trained minds, - on the best brains of our country, - to

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contribute their knowledge and their wisdom to the problems of the hour. Governments should have their aid and their advice. It is no small difficulty with which we are faced. These are grave and grievous days, and it would be unwise to speak lightly of their seriousness. The tough problems before the country can be solved only by tough minds. There can be no shortcuts to national well-being and contentment. We cannot emerge from our troubles by any haphazard steps. These hard times demand hard labour and hard thinking, and if we do not get these, the times will become harder. No mass of repeated statements that all is well can change the distressing facts. The most capable brains we have, and the most intense energy, are none too capable or intense for the immense labours necessary to lift our country out of its present condition. All our scattered forces must be