true in times of crisis. We are always moved by our own past. We act most surely and most effectively when we are not slavishly, but consciously and intelligently aware of this fundamental fact.

Let me then come back to my original idea. The weakness of the present generation is that it is rootless and the great function of the university is to take it back to its true roots. We have been living through a time when the common retort to a serious remark has been "So What?". The question is intelligent enough. The tragedy of the "So What" generation has been that they have assumed that there is no answer. Today there are many signs among university students that this generation is passing. Young people today, with all their apparent indifference feel, even if they can hardly express their thought in words, that there is an answer to the persistent question, and that they should be helped to find it. It is, I believe, the first duty of our universities to bring with understanding and sympathy, a far wider knowledge and a far sterner discipline to the reluctant heirs of the "So What?" generation - to lead them back to their roots. The function of the university is to tell them what they all want to be told, that there is an answer, but that it is not an obvious or an easy one. The answer cannot be reached through academic short-cuts, nor can it be determined by a simple technique. The answer is yielded slowly and reluctantly, but those to whom it can be conveyed will have received far more than a diploma granting entry to a profession. They will have gained the understanding which permits them to enter into the life of civilization, "a thing not divided in time but a communication between the dead, the living and those who shall live".