

ing with a kindly eye upon the allurements of Communism. The sort of world that they have seen is the one of chaos that I have described. They know no other. The modern world that existed prior to 1914 is as unreal to them as the age of chivalry is to us. In a world of flux they want something that they can cling to, hold fast to. And they eagerly embrace what seems to them the solid faiths which assume to have solved all our questions.

It is the growth of science that is perhaps the most encouraging single feature of our modern civilization, going far to offset its present failures. The discoveries of science are, as we all know, constantly tending to strengthen and prolong life. The luxuries which science creates give us, in turn, time for more science. We see on every side scientific discoveries (I am not alluding primarily to mechanical development) being made by men studying purely for science' sake; workers going on quietly and steadily in their laboratories, regardless of a changed or broken world.

If, then, a purely man of affairs can presume to speak on an academic subject; if thus I were to make a plea to our universities—to both students and teachers—it would be to set up the scientific method as a goal to almost every end. In training the mind of our youth, in teaching the student to think and to use his mind as he would a finely tempered tool, we should urge always the practice of the scientific method. That method proceeds by experimentation, by making a disinterested search for truth, by getting the facts and seeing where they lead. Imagination constructs the hypothesis. Then we verify or check the hypothesis to see if the thing works.