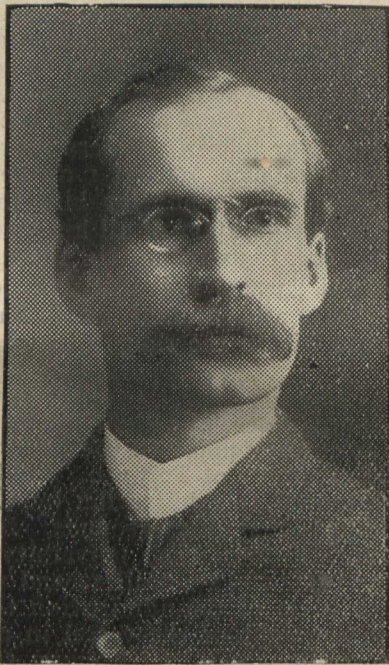


sight you may seem to have a comparatively easy task, but the older you grow the clearer it will become to you that facts are elusive. Many a weary hour may be required to get at the facts of a case, but the truth cannot be known until the facts are known. To know just what facts mean is a proof of supreme ability; and the mark of a highly trained mind. To learn to distinguish between opinions and truth is to learn a very great lesson. You will not be so absolutely certain about some things as you were, but you will have received from the university an endowment more precious than gold if you have acquired the habit of penetrating to the fundamental facts of your problem. Any man who faces a large task in life to a great extent faces the unknown. It looms up before him, and his ability to master his future, his capacity for rising in his profession are based upon his power—first of gauging facts correctly, and then of applying to the facts which he has correctly gauged the underlying



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principles of the profession which he has been studying in the university. The university should give the student a sense of freedom for the facing of his large problems and duties in a brave and heroic spirit.

There are, of course, dangers attendant upon the process of intellectual awakening. The expanding student is apt to be unduly aggressive in his consciousness of developing strength. He treats weakness or incompetency with scorn; he worships intellect, capacity and manifested power; his tender mercies are not so compassionate as they will be when he discovers that he too is finite. This discovery comes with age. I do not urge you to refrain from the use of intellectual freedom. I should rather urge you to rejoice in it, but also to seek to modify the defects of your virtues by the practice of as much humility as you deem to be consistent with your present dignity; and even when you have gone as far in this direction as your conscience will allow, to throw in as much more modesty as possible.

The next element in the university spirit to which I will refer is "Comradeship." You will form here such friendships as you never formed before and will never form afterwards. It is true that students are individualistic, but they are also gregarious, and ideas rapidly infuse the common student mind. The university is the home of generous enthusiasms which are kindled and fed by rich and worthy friendships. College intimacies are more easily fostered in halls of residence, and partly through the generosity of our friends we shall be able to provide more adequately in the future for those who prefer this kind of life. But I believe that the great body of Toronto students will continue to live a more or less solitary life in rooms—along with one or only a few companions. In this university both types of student life will doubtless be found to suit the preferences and meet the requirements of various classes. One of our aims, however, must be to create as wide intercourse as possible among the students within the university. Students of retiring and studious disposition are tempted to withdraw themselves from the common life. Some few have a daily beat from their lodgings to the class-rooms and laboratories and back again, the rest of their time being filled in by study. Such men are missing a large part of a university education, forgetting that ability to live with others, capacity for friendship, knowledge of human nature, are immensely important factors of success in life. We face many of our hardest intellectual problems not in the class-room, but among our friends; they compel us to look squarely at issues which we might otherwise shirk. They also confront us with moral decisions. It is one thing to sit alone and deal theoretically with temptations; it is altogether another thing to face them as they confront us concretely, and to live among our fellows a life straight, honorable and pure, instead of merely dreaming about it in our rooms.

Unquestionably the college spirit grows more rapidly in the small college than in the large university where the life is concentrated in faculty units. I was a student in a university where there were 3,600 students, and I remember how the faculties were separated. In Arts the students were younger, but they were more varied in character, because men looking forward to almost every kind of professional activity were found together. The law student dwelt apart high and mighty. The medical man was housed in handsome buildings by himself and held little intercourse with the law man, regarding himself probably as more human if less aristocratic. In those days the engineering students were a feeble folk. But times have changed. I do not believe that this faculty spirit should be diminished; rather would I urge that each student be loyal to his faculty. This, however, is not inconsistent with the development of a larger university spirit in which each student should take pride, and which varsity colors should represent, loyalty to the faculty being completed in a larger loyalty to the university. I hope also that as time goes on some method may be devised of giving better expression to the common university spirit. If there were something like a students' parliament or representative council it would be an immense unifying power in the university, and it might