

unity of aim and purpose of all the factors in industry, which will thus come to be realized by the rising generation. But if such a social foundation is not laid by our general educational programmes and methods, so as to form in all, or in the great majority, a basis for this saner economic and ethical understanding, this truly democratic spirit which must characterize both sides, such organization will be certainly a partial, and probably a complete, failure. Organization may express but will not originate the disposition to get together.

Just here lies the greatest necessity for reform in our whole present educational system. Our system has aimed too exclusively at developing individuals as such. If I may speak unreservedly, I would say that it is failing almost utterly in training each youth to understand his economic and social place and responsibilities in our present, highly organized, industrial, democratic society. This is no reproach. The present situation is a natural result of educational history and tradition, a matter I need not dwell upon with this audience. But, we have reached the parting of the ways. Those who are in closest touch with industrial operations will, I believe, agree with me that the social phenomena which come constantly under our observation indicate that a great readjustment in industrial relationships, based on a complete change of view as to the proper economic and ethical principles which should underlie the relations between capital and labour, must gradually be brought about, if industry is not to drift more and more towards deadlock, the signpost that marks the down-hill slope to revolution. The necessity of this clear view of whither we are drifting and of the broad principles that must guide us in this readjustment is most urgent. Without the forward vision, which can be given only by a clear discernment of economic and ethical principles, there can be no steady social progress—there will result only patchwork and makeshifts.

Hence we must look to our educational system as a whole, to form in each student brought under its influence: that knowledge and breadth of mind in economic matters; that saneness of view regarding industrial and all other social relationships; that sense of justice, that humaneness of feeling, that desire for the practical application of the 'golden rule' in all our communal affairs, that general ethical sensitiveness; which must form the indispensable, psychological condition and groundwork on which any final settlement of the industrial dispute must be based. For it is not the symptoms, but the cause, of this chronic ailment of the social body which we wish to root out. And all relationships in human society, whether good or bad, desirable or undesirable, are but outward