removing the special obstacles peculiar to the present situation, the monetary disequilibrium, the intergovernmental indebtedness, the new tariffs, the special political dangers, and so on. But we need, while doing so, to remember the other, more permanent, causes of dislocation that will remain even when these are dealt with. I have tried to disengage these and to suggest the kind of reform of our normal system which I think they necessitate.

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Speaking to this University audience I venture to draw one conclusion which I think follows as regards University education. Ordered human progress, I have suggested, requires two conditions; the development of man's power to make and create, by individual, or group, action; and his power to regulate these specialized activities so that they do not destroy each other and us. The whole of our trouble now consists in the fact that man's ability in this second sphere has lagged behind what he has attained in the first. Science, research, the discovery of nature's secrets still doubtless have rich gifts in store; but they bring us more harm than good unless we can use and control what we already have better than we do now. It is more important now that we should learn how