

good education is not knowledge alone, or intellectual agility alone, but a combination of four things—discipline of body, enlightenment of mind, balance of judgment, and obedience to duty.

Such an ideal of education, however, presupposes for its best work a stable order of society, an undisturbed acceptance of certain broad principles of conduct, and a general agreement as to the right application of those principles. It is peculiarly liable to confusion, injury, and unsettlement at a time of upheaval in the ideas which underlie the traditional ways of thinking. The disintegrating effects of scientific criticism have, therefore, been especially noticeable in the strongest parts of English education. Moreover, the characteristic defect of a type of education which lays marked stress on ethical rather than on intellectual influences, is a tendency to underrate the value and moral bearing of intellectual thoroughness. Hence the urgent need for a revision of the intellectual standard in many parts of English education. The intellectual standard is far from being low, but it needs re-adjustment. Many of the brightest English boys are learning too much of things which they will not need in after life, and too little of things which it is imperatively necessary for them to know. But rapid changes are taking place in the English schools. Never before in her history has England shown signs of being on the verge of so vigorous an educational movement. And those who have most closely followed the signs of that movement are best aware how much stimulus and guidance have come to it from the study of American and German education.

But it is with the underlying principles of American education rather than of German that most English teachers find themselves in closest sympathy. It is to be desired that there should be more intercourse between American and English teachers. Distance makes many forms of regular meeting impossible. Might not more be done, however, to encourage graduate study by young English students at American Universities, and *vice versa*? English conditions are full of interest to the student of social science, and I should like to see courses of graduate study in social economics, in English educational history and practice, and in the principles and practice of municipal, colonial, and Indian administration, organized at Oxford and Cambridge, in London, Birmingham, and Manchester, for the benefit of graduate students from other countries besides my own. I have only mentioned, out of many subjects, two or three in which England is in a position to offer especially interesting opportunities of advanced, practical study. The benefit which England would derive from the intellectual stimulus and from the future results of such systematic investigations would be great. And I am convinced that the students would find much material for profitable study.

Another suggestion has been made which I desire to submit to your consideration. It has been suggested that encouragement should be given to American teachers to come and teach for a short time in English schools and *vice versa*. If something can be done in this direction, I believe that much good would follow. The chief difficulty is a practical one, namely, that neither in the United