Report of the
British Educational Mission.

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I. Survey of the Journey of the Mission ........................................... 5

II. Some General Impressions .......................................................... 13

III. Suggested ways of promoting the objects of the Mission .......... 16

IV. Some Differences between British and American Universities... 18

V. Recommendations ................................................................. 20
I.—SURVEY OF THE JOURNEY OF THE MISSION.

The invitation received by the members of the Mission through the Foreign Office came originally, we understand, from the Education Committee of the American Council of National Defence. This Council entrusted the arrangements for our visit to the American Council of Education, a body originally created under War pressure with the name of the "Emergency Council on Education" to act as a connecting link between the Federal Government and the Education Associations of the country, and as a clearing house of educational opinion. It developed into the "American Council on Education," a body representing 17 or 18 educational associations and provided with the following seven committees:

1. Committee on Students' War Service.
2. Committee on Education for Citizenship.
3. Committee on Educational Re-construction.
5. Committee on Opportunities for Study.
6. Committee on a Department of Education.
7. Committee on Co-operating Societies.

The Council is financed by the Constituent Associations; it undertook to raise the necessary funds for the expenses of the British Mission. Its president is Dr. Donald J. Cowling, President of Carleton College. The Committee primarily interested in our visit is that on International Educational Relations, of which Professor William H. Scholfield, of Harvard University, is Chairman. This Committee had previously arranged for the education of 135 French Women Students who were invited to America by the Council, and for the institution of four scholarships for Russian Students.

Throughout much of our journey, both in the United States and in Canada, we were accompanied by representatives of the American Council on Education: from New York to Boston by Professor W. H. Scholfield, of Harvard University, Secretary to the Reception Committee of the Council; from Boston to Chicago by Professor Frank Aydelotte, of the Committee on Education and special training of the War Department, and American Secretary for the Rhodes Scholars; from Chicago to Minneapolis by President D. J. Cowling, of Carleton College, Minnesota, and Chairman of the Reception Committee of the American Council on Education. President Frank L. McVey, of the University of Kentucky, accompanied the Mission from St. Louis to Lexington, Kentucky. Dr. W. Carson Ryan, Jr., of the United States Bureau of Education, accompanied the Mission, and made all the travelling arrangements between our departure for Canada on October 30th and our final return to New York on December 7th.

We owe a great debt of gratitude to all these gentlemen, not only for making our journey easy and pleasant, but for giving us much useful information while acting as our travelling
companions. From Dr. Ryan in particular, who was with us for the longest period, we learnt so much and received such valuable assistance that it is impossible to over-estimate the advantages that we gained from his presence, and we desire to record our sincere appreciation of his services.

The journey pursued by the British Educational Mission in America was mapped out for them before their arrival in the States, and was designed to include as many representative institutions as possible out of the 600 recognised as of College and University standard. The Mission visited during the two months at their disposal more than 45 educational institutions scattered throughout the country, as far west as St. Louis, Missouri, and as far south as Houston, Texas.

The following is a brief summary of the tour:

**New York, N.Y.**

The Mission arrived in New York on October 9th, and the remainder of the week was spent in various visits and hospitable entertainments given by President Butler and others, at which the members of the Mission were enabled to meet many of the most distinguished persons in New York.

The educational visits comprised Columbia University (including Barnard College for Women), New York University, the Union Theological Seminary, and the General Seminary, the American Museum of Natural History, and a private school endowed by Mr. Vanderbilt.

**Washington, D.C.**

The Mission left New York for Washington on October 14th, escorted by Mr. P. P. Claxton, the United States Commissioner of Education. They were met at Washington by the Secretary of the Interior, Mr. Lane, accompanied by a group of representatives of the chief educational and official institutions, and by Sir Henry Babington Smith, the British High Commissioner.

In Washington the Mission visited the Smithsonian Institution, the new National Museum, the Library of Congress, the Bureau of Education, the Carnegie Institution, and the Catholic University of America. They were entertained at dinner by the Carnegie Endowment, the guests including several hundred men prominent in Science and Education, of whom many had been brought together in Washington by duties connected with the War. They joined in a Conference with the Educational Committee of the Council of National Defence under the Chairmanship of General Rees.

The members of the Mission were also received by the President of the United States on October 15th, and lunched with him at the White House on the 17th. During their stay in Washington they were honoured by enjoying opportunities of meeting in an informal way many of the Secretaries of State, and other persons of distinction, and were taken on the yacht of the Secretary of the Navy to George Washington’s house and tomb at Mount Vernon.

**Baltimore, Maryland.**

On the morning of Friday, October 18th, the Mission left for Baltimore, where the day was spent in visiting Johns Hopkins University and in conversation with President Goodnow and members of the Faculty. The ladies of the party visited Goucher College, which is prominent among the Southern Institutions of Higher Education for Women.

**Philadelphia, Pennsylvania.**

Three days, October 19th to 21st, were devoted to institutions in Philadelphia and the vicinity; the University of Pennsylvania, including in particular the School of Dentistry and the Archaeological Museum; the Drexel Institute, a remarkable technological institution, the President of which, Dr. Hollis Godfrey, had been a moving spirit in arranging for the visit of the Mission to the States; Swarthmore, a co-educational institution maintained by the Society of Friends; Haverford College, also a well-known Quaker institution; and Bryn Mawr, which is one of the best known Women’s Colleges and possesses a strong Graduate Department. In Philadelphia, discussions were held with the President and members of the Faculty.

**Princeton, New Jersey.**

October 22nd was devoted to the well-known University of Princeton. Here the Mission had special opportunities for witnessing the War work conducted by students and for seeing a review of a large body of cadets; they also met President Hibben and the Faculty in Conference.

**Vassar.**

The ladies of the party remained at Bryn Mawr from October 19th to the 22nd where they had opportunities for very valuable conferences with members of the staff as well as some contact with the students. On October 22nd they visited Vassar, the oldest Women’s College in the United States, which has at present nearly 1,100 students and a campus of 1,000 acres of ground. They were able while there to attend various lectures and recreation classes.

**New Haven, Connecticut.**

October 24th and 25th were spent at Yale University (next to Harvard the oldest in America), where a most useful conference with the Faculty was arranged by President Hadley.

**Massachusetts Colleges.**

From New Haven the Mission journeyed on October 25th to Springfield, Mass., and thence paid brief visits in rapid succession to Mount Holyoke, one of the earliest American Colleges for Women; to Amherst College (spending the night of October 26th at Amherst), a prominent College typical of New England; and to Northampton, where they visited Smith College, which, with 2,000 students, is one of the largest American Colleges for Women.

**Boston, Massachusetts.**

The Mission spent four days, October 26th to 30th, in Boston and Cambridge (staying in the latter). They visited Harvard University, the oldest seat of learning in America, and its large new Medical Department; the Massachusetts Institute of Technology, which now occupies spacious new buildings in Cambridge; Boston University, a co-educational institution maintained by the Methodist Episcopal Church; and Boston College, a Roman Catholic institution. Visits were also made to Tufts College at Medford; Wellesley College...
for Women; and Radcliffe, the Women's College affiliated to Harvard University. Conferences were arranged by President Lowell, one with the Presidents of Colleges in the vicinity of Boston, and another with the Arts Faculty of Harvard. These were most helpful to the Mission.

Canada.

From Boston the Mission went, for a visit of a few days to the Dominion of Canada, arriving at Montreal on October 30th. Two days, October 31st and November 1st, were occupied at Montreal with visits to McGill University, Laval University (a Roman Catholic Institution), and McDonald College (which is devoted to Agriculture and Home Economies). On November 2nd a journey was made to Ottawa, where the Mission were entertained by the Governor-General; and two days, November 3rd and 4th, were spent at Toronto, where opportunities were given to visit the University of Toronto and to meet the Faculty. The Mission were also received by the Corporation of the City.

Tuesday, November 5th, was spent at Niagara, and, on the 6th, during the journey to Ann Arbor, Michigan, an interview was held with the Education Director of the Foed Motor Works in Detroit.

Ann Arbor, Michigan.

After leaving Canada the first University visit, November 6th and 7th, was to the University of Michigan, the oldest of the Middle Western State Universities, where the Mission had their first view of a representative State University, co-educational in all departments, with professional schools of law, medicine, dentistry, etc., which have been added to the Undergraduate College that originally constituted the University.

A conference was here arranged by the President with the Board of the Graduate School, and a Congregation was held at which honorary degrees were conferred on all the members of the Mission.

Chicago, Illinois.

A stay of five days, November 7th to 12th, was made at Chicago, and visits were paid to the University of Chicago, remarkable for its excellent equipment in respect of Libraries, Laboratories, etc., and its important Graduate and Medical Schools; the North-Western University at Evanston, including its professional departments, which are in Chicago; and the University of Illinois, reached by a journey of three and a half hours by train from Chicago. A visit was also paid to the New Trier High School, a co-educational school, at Evanston.

At the University of Illinois, Urbana, Ill., the Mission saw an extensive agricultural plant and equipment with large provision for experimental agriculture and a scheme for demonstration work.

A very profitable meeting with the Faculty was arranged by Dean Angell (in the absence of President Judson) at the University of Chicago; and at the University of Illinois informal conferences were organised between individual members of the Mission and groups of members of the Faculty.

During the stay in Chicago the members of the Mission attended the meetings of the National Association of State Universities. A special session on the afternoon of November 12th was devoted to the purpose of the Mission. President Benjamin Ide Wheeler, of the University of California, described the State Universities and the part they play in American life, making clear the origin, purpose, practice, and ideals of the State institutions of higher learning.

Madison, Wisconsin.

November 13th and 14th were spent at the University of Wisconsin, a very characteristic State University situated in the most charming surroundings. A special Conference was held with the Faculty on the objects of the Mission, at which President Van Hise explained what his University had sought to do for the community and the State.*

Minneapolis and St. Paul, Minnesota.

Three days, November 15th to 17th, were spent at Minneapolis and St. Paul, the seat of the University of Minnesota (another of the larger State Universities of the Middle West). Here a Convocation was held in honour of the Mission, and the members were enabled to meet and to address a large body of students, mostly members of the Students' Army Training Corps. President Burton arranged a useful Conference with Presidents and Deans of other Universities and Colleges in neighbouring States.

Des Moines and Ames, Iowa.

From Minneapolis the Mission went, on November 18th, to Des Moines, the capital of the State of Iowa, and thence to Ames, about thirty miles distant, to visit the Iowa State Agricultural College. This is an example of an independent State Agricultural College as distinguished from the more usual State University containing an Agricultural College as part of the University organisation. The departments with which the Mission were particularly concerned were the Colleges of Engineering and Veterinary Medicine, the Department of Home Economies, and that of Economic Entomology.

St. Louis, Missouri.

At St. Louis, November 19th to 20th, the Mission visited Washington University, a privately-endowed institution with extensive buildings in a style which recalls that of the Colleges at Oxford and Cambridge. An opportunity was given of meeting the President and members of the Faculty in informal discussion. An interesting visit was paid to the Medical School, which includes excellent Hospitals, the property of the University, and erected primarily for purposes of clinical instruction; also to the Botanic Garden which is associated with the University.

* It came as a great shock to us to hear that President Van Hise died only a few days after the visit of the Mission.
Lexington, Kentucky.

At Lexington, November 21st, the Mission visited one of the smaller State Universities with (in normal times) 1,300 students situated in a border State between the North and South, but with strong Southern traditions. This University illustrates the manner in which the various State Schools have, in some States, been brought together to form a single University.

Cincinnati, Ohio.

One member of the Mission, instead of going to Lexington, visited the University of Cincinnati, an Urban University which is endowed and administered by the City. From this point of view the Hospital, which belongs to the University, is of particular interest.

New Orleans, Louisiana.

A journey of 28 hours brought the Mission to New Orleans, the seat of Tulane University, which has special facilities for graduate research in Tropical Medicine. November 23rd and 24th were spent here, and a special visit was paid to Newcomb College for Women, a new building only recently occupied, and to the Art School.

Houston, Texas.

Three days, November 25th to 27th, were spent at Houston. During our visit an Educational Conference arranged by President Lovett was held at the Rice Institute on the mornings of the 26th and 27th. This institute (opened as recently as 1919) is a richly-endowed and growing institution of University rank, with extensive buildings and equipment, which will probably develop into an important University. Distinguished authorities invited from a distance gave addresses at the Conference; and public lectures in the afternoons and evenings were delivered by the members of the Mission as the invitation of the Rice Institute.

Charlottesville, Virginia.

The journey from Houston to Hampton (November 28th to 30th) was broken for a day on November 29th at Charlottesville for a brief visit to the University of Virginia, where President Alderman, after showing the attractive University buildings designed by Thomas Jefferson (President of the United States), arranged a very useful Conference with members of the Faculty.

Hampton, Virginia.

Hampton was reached on the evening of the 30th and the following day (Sunday) was spent at the Hampton Institute, one of the most important institutions in the United States for the education of Negroes.

Washington, D.C.

December 2nd was spent at Washington, where a visit was paid to the Bureau of Standards, which has recently developed an extension of University Graduate Work in its Research Laboratories.

Boston, Massachusetts.

Four days (December 3rd to 6th) devoted to a second visit to Boston were mainly occupied by a two days' Conference of the Association of American Universities, at which special opportunities were afforded for the discussion of matters concerning the visit of the British Mission. On the 4th the meeting was held at Harvard University, on the 5th at the Medical School, and special addresses were given by members of the Mission. On the 6th some members of the Mission attended and spoke at a Conference of the Association for the Promotion of Engineering Education held at the Massachusetts Institute of Technology.

These Conferences concluded the official business of the Mission, which returned to New York on Saturday, December 7th.

During our two months' journey in the country we traversed 28 States, travelled about 8,000 miles, and visited more than 45 educational institutions.

The two ladies of the party did not accompany the Mission after it left Madison on November 14th, and only rejoined it at Boston on December 3rd. They stayed four more days at Madison, when they returned to New York to re-visit, in a more leisurely way, some of the Eastern Colleges. In this way they saw Princeton, and re-visited Barnard, Bryn Mawr, Wellesley, and Radcliffe, staying four days at each of the latter Colleges, which enabled them, especially at Wellesley, to hear lectures and recitations and to have much valuable discussion with members of the Faculties.

The Mission experienced an irreparable loss in the death, from pneumonia, of Miss Rose Sidgwick in New York on December 28th.

She had done invaluable work throughout the tour; her speeches, on a variety of subjects, lightly touched with humour, were remarkable for their distinction, acute reflection and suggestive thought, and they were warmly appreciated wherever she went. We have testimony from every side that her personality and charm also made a profound and far-reaching impression; so that her work, so tragically cut short, was by no means unfulfilled, although the loss of her experience and wisdom in carrying on in England the Mission so happily begun in America cannot be too deeply regretted.

From the above summary it will be seen that the Mission visited a very considerable variety of institutions, comprising the following (in addition to the three Universities and one Agricultural College visited in Canada):

Endowed Universities.

Boston, Catholic University of America, Chicago, Columbia, Harvard, Johns Hopkins, New York, North-Western, Pennsylvania, Princeton, Rice Institute, Tulane, Washington (St. Louis), Yale.

State Universities.

Illinois, Kentucky, Michigan, Minnesota, Wisconsin, Virginia.

Urban University.

Cincinnati.
Colleges.
Amherst, Boston, Haverford, for men.
Barnard, Bryn Mawr, Mt. Holyoke, Radcliffe, Smith, Vassar, Wellesley, for women.
Swarthmore, Tufts, co-educational.
Research Institutions.
Carnegie, Smithsonian, Bureau of Standards; all at Washington.
Museums.
Natural History Museum (New York).
Institutes for Technology, etc.
Drexel, Iowa State Agriculture, Massachusetts Institute.
Schools.
New Trier High School, Junior High School (Houston), Mr. Vanderbilt’s School.
Institute for Negro Education.
Hampton.
Theological Institutions.
Union Seminary and General Seminary (New York), and Andover Theological School (Cambridge).

It must be remembered that our visits were made under quite special conditions incident to the War. In all the Universities and Colleges a military organisation had been substituted for the usual system so far as the male students were concerned. Under the Students’ Army Training Corps, reestablished in August, 1918, the instruction was entirely devoted to War ends. We were informed that at the time of our visit there were no less than 175,000 cadets in the S.A.T.C. receiving instruction in Universities and Colleges. The boys in the draft, i.e., the conscripted boys, were not sent straight into the Army or Navy, but were allowed one year at a University for preliminary training. Most of the teachers were engaged in special courses on the issues of the War or in scientific instruction, designed under a military scheme for military, naval, and air service cadets; and, though we saw some of these classes in progress, it was practically impossible for us to witness any normal University Classes or Seminaries, except in so far as they were seen by those of us who stayed in Women’s Colleges.

An additional circumstance which increased the difficulty of seeing anything of the normal life and work in the Universities, Colleges, and Schools was the Influenza epidemic which was raging during the whole of our visit and made it impossible for the authorities to arrange any meetings of large bodies of students such as had been contemplated.

We visited some of the “dormitories” (halls of residence) and conversed with some of the students, but we had practically no opportunity of observing methods of teaching or of becoming personally acquainted with teachers. We had ample opportunities for visiting the buildings and for examining the equipment in Libraries, Laboratories and Class Rooms, but even for this purpose the time at our disposal was necessarily short, in view of the very extensive tour which had been arranged for us by the Council on Education in order that we might see as many and as diverse institutions as possible. It seemed to us advisable to adhere to this programme in its entirety, for it had been carefully prepared with this purpose.

We enjoyed, however, ample opportunities for meeting the teachers, thanks in great measure to the numerous Conferences which were arranged for our benefit. At most Universities we met either the Faculty (which comprises all the principal teachers) or the Graduate Board. We also derived much valuable information from conversation with the Presidents, who in many cases received us as guests in their houses. We were also enabled on many occasions to meet members of the Boards of Regents or Trustees which constitute the Governing Bodies of the Universities and Colleges.

In addition, our tour was arranged so as to enable us to attend the following Congresses or Conferences, which we found of the greatest value, for they gave us the opportunity of meeting and exchanging views with many of the chief educational authorities in the country: the National Association of State Universities; the Association of American Universities; and the Association for the Promotion of Engineering Education.

We attached more importance to opportunities of meeting persons than of viewing buildings, especially when such opportunities enabled us to meet them informally for conversation and discussion, rather than at formal receptions and entertainments. Before we had proceeded far on our tour we thought it well to send in advance a request that such opportunities should be given to us. The Presidents of Universities and Colleges kindly consented to do this, and we are much indebted to them for this courtesy which must, in some instances, have deprived their institutions and the public of official gatherings which had been contemplated. At the same time we gratefully acknowledge the opportunities which were afforded us at the more formal entertainments held in the United States and in Canada (banquets, receptions, and meetings) to come into personal touch with many of the most eminent politicians, officials, men of business, and others, and to have intimate conversations with them. We feel that we gained much by these meetings, although they occupied a considerable part of the time at our disposal.

II. SOME GENERAL IMPRESSIONS.

We venture to record here, very briefly, some of the more important general impressions left upon our minds by our journey.

1. Magnitude of Universities and Colleges.

It is probable that the great size and the rapid growth of the more important institutions are imperfectly appreciated by those who have not visited them. The American University is generally situated in a spacious well-wooded campus, with fine and impressive buildings provided with room for future extensions, even in the great cities, as at New York, Philadelphia, and Chicago. Eight of the Universities which we visited had more than 5,000 students, and two of them, Columbia University and New York University, had more than 7,000. Some of the Colleges also attain very large dimensions: Smith College, for women, had about 2,000 students.
2. Importance of the State Universities.

The older Universities of the East, such as Harvard, Yale, Princeton, Columbia, are well known in Great Britain, but it required a personal visit to enlighten us on the important position occupied by the newer State Universities of the Middle West and on their great prospects for the future. They are supported liberally by the legislatures of their respective States, and are provided with magnificent buildings and equipment: they attract large numbers of students and they are growing rapidly; they possess fine professional and graduate schools; and they inspire affection and loyalty in their alumni who are prepared, as in the older-endowed Universities, to contribute liberally to their endowment and equipment.

Their growth does not seem likely, as might have been expected, to interfere with that of other Universities or even of the Colleges, although they possess a College Department as well as Graduate and Professional Schools, and offer a free education. The University of Chicago, for example, appears to have benefited rather than suffered by the existence and rapid growth of the University of Illinois; and the State University of Texas by the foundation of the richly-endowed Rice Institute.

In most countries the supply of centres of higher learning is limited, not by lack of need for them, but by the unconcern which arises from ignorance. There is abundant evidence that this unconcern is disappearing more rapidly in America than elsewhere, and that a very large and increasing number of men and women are not content with a mere school education.

A remarkable feature of these State Universities is the extent to which they serve the needs of their States, in respect both of professional training and scientific investigation, through their schools of Engineering, Agriculture, Law, etc. The same relation exists between the Urban Universities such as Cincinnati and the cities by which they are maintained.

The services of Presidents and Professors appear to be more fully utilised for the advantage of the States or city than in other countries. The Federal Government frequently appeal for their services abroad; University Presidents are seconded for a time and serve as heads of special missions, &c.

3. Excellence of Equipment, etc.

All the Universities which we visited impressed us by the size and character of the buildings, and by their remarkably complete equipment in the matter of Libraries, Laboratories, etc. We may mention as conspicuous examples of this the magnificent Libraries at Chicago and at Harvard (the new Widener Library with its million volumes); the Laboratories of the new Massachusetts Institute of Technology; the Medical and Dental Schools of the University of Pennsylvania; and of Harvard; the Museum at the University of Pennsylvania; the Agricultural equipment at the Iowa State College; the Horticultural Department at the University of Illinois. Much attention has been paid to structural improvements, and some of the largest of the vast lecture halls possessed the best acoustical properties.

 Everywhere students were given freer access to Libraries than is usual in Great Britain, and excellent rooms both for the private work of professors and for seminars are attached to most of them. They are often open from 9 a.m. to 10 p.m., and we were told that the Library at Bryn Mawr is not closed night or day. The size of the staff impressed us; for example, at Harvard there are more than 30 teachers in the English Department.

Again the recent growth of newer and special subjects, both in the older and newer Universities, is most remarkable. This development is mainly in the direction of subjects whose practical application is immediate and obvious, such as Agriculture, Engineering, Commerce, Home Economics, Art, Journalism, Dentistry, and Veterinary Science. But there were indications of a deepening interest in the study of philosophical, and more especially of ethical, social, and political subjects.

At several of the Universities the medical schools are in a position of singular advantage from the fact that the Hospital is the property of, and under the control of, the University, for example, at St. Louis and Cincinnati. The superb equipment of the best American medical schools is too well known to need emphasis.

4. Importance of the Colleges.

It is highly important that the position of the Colleges in American Education should be clearly understood. They are privately-endowed institutions, founded as a rule by some religious denomination. But all of them were not, even at the first, denominational in character or otherwise exclusive, and now the best of them have developed out of denominational institutions into Colleges of University grade. There is nothing in system or syllabus or objects to differentiate the independent College from the College of Liberal Arts which forms a part of each University; they grant the same degrees of A.B. and B.S.; they have the same curricula and standard; and many of them possess the advantage that, their numbers being limited, the students may expect more personal attention.

We were frequently assured that the best intellectual material of the Graduate Departments of the Universities comes from the Independent Colleges. Some of them have Graduate Departments of their own, grant higher degrees, and promote higher study and research; and the better Colleges have been by no means injured by the growth of the Universities.

We were told that more than half of the students who will desire to come to British Universities will probably be graduates from the Colleges.

5. General Interest in Education.

We were impressed by the evidence of a widespread interest in Education permeating all classes: this is to be seen in the flow of students to the newer Universities; in the loyalty and affection of the alumni for their Universities and Colleges; in the large benefactions which come to these institutions from all quarters. There is ample evidence of a very general desire for University education. The fact that the State Universities give free education, the very large number of institutions that profess to give higher education, the more and more convincing evidence of its economic value, the tradition of social equality, the case, frequency and fulness with which benefactions flow to the Colleges and Universities, all imply a future in which a very large proportion of the American people will have received a College education.

We were also struck by the general interest in the educational work of other countries, for example, in the new British Education Act, the Reports on Science and Modern Languages, and the Workers Educational Association Movement.
Before and at the time of our visit great efforts were being made to strengthen the educational relations between America and France. The French educational system being a State system, the French Authorities are doubtless able to offer the whole of the educational facilities of their country to the Americans.

6. Educational Work of Museums, etc.

A most interesting modern development is the increasingly important part played by the Museums, not only in respect of educational visits of school children, popular lectures, etc., but, as at the Natural History Museum of New York, by means of travelling collections sent out to schools. In this connection the travelling libraries sent out by the University Library of McGill are worthy of note.

All these considerations make us feel very strongly that there is in America as much to attract the British student as can be offered by British Universities to the American student.

III. SUGGESTED WAYS OF PROMOTING THE OBJECTIVES OF THE MISSION.

On the assumption that there will be in the immediate future a considerable flow of Students and Teachers across the Atlantic in both directions, many interesting suggestions arose out of our Conferences and informal discussions, or have been put forward by members of the Mission and by others.

The following is a brief summary of some of the more important of these:

1. It has been suggested that a Committee will be required in Great Britain to collect and disseminate information, to make inquiries, to be consulted on general questions, and to co-operate with organisations in America such as the Bureau of Education, the new National Council on Education, or the proposed International Institute of Education.

2. Any Committee instituted for this purpose should be appointed by the British Universities, and should be representative of them. It might, however, include some person or persons representing American Education or the American Universities. There should be a central office with an adequately paid Secretary or Director to deal with such international matters.

3. There might also be an Anglo-American Association which should represent the Universities and Colleges in the United States, Canada, and Great Britain, and perform functions analogous to those of the British Committee.

4. There is also need for a year-book of Universities in Great Britain and America; an International Journal giving information about exchange students, discussing new methods of making the educational institutions of America and Britain even more effective as means of mutual understanding for the purposes of permanent peace.

5. An American Mission, similar to the British Mission, should be invited to visit Great Britain.

6. Visits of teachers and persons concerned with Education should be organised from time to time between the two countries. There should also be visits of persons representing Student Clubs and Societies and Sports; also of distinguished authorities, e.g., in Engineering, Commerce, and Professional subjects, not necessarily connected with Universities, in the interests of Education and closer intellectual relations.

7. Summer courses should be instituted in British Universities for American Students, and should be as well advertised in American Universities as are the French University courses. University information of all sorts should be liberally circulated between the two countries. Information about lectures and courses should be sent at least four months before the beginning of the session.

8. Short Clinical Courses such as used to be given in Germany should be instituted.

9. The interchange of students and teachers should include (1) undergraduates; (2) graduates taking part of their course abroad who may desire to attend British honours courses or seek higher degrees (M.A., M.Sc., Ph.D., etc.); (3) graduates who come for advanced study and research with a view to degrees in their own country or for other purposes; (4) young teachers and demonstrators; and (5) professors of established reputation. Students should have complete freedom of choice of University. The visiting student should be selected by the University which sends him, the visiting professor should be invited by the University which receives him.

10. Exchange Professors should be instructed to make a special study of matters that relate to the interchange of students and teachers.

11. Inquiries should be made as to which existing Scholarships and Fellowships can be used for travelling purposes under the proposed scheme.

12. Many more travelling Scholarships should be founded without delay. With this object the Government might furnish funds, for the purposes are national; appeals might be made for private benefactions; memorials raised to those who have fallen in the War should take the form of Scholarships not less than of buildings, and old members of the Universities, including the Peers and Nobility, should take action in this matter.

13. The Government might very materially assist the efforts of Universities or private donors to found such Scholarships if the passage out and back across the Atlantic were borne by the State either wholly or in part.

11. Fellows of Colleges, Assistant Professors, Lecturers, and other young teachers from British Universities will be welcomed in America, and part-time teaching posts can be instituted for them. Similar arrangements might be made in Britain for young American teachers. All alike should be expected to carry on research and advanced study side by side with their teaching.*

* It may here be mentioned that, in our opinion, many of the junior teachers in American Universities and Colleges are poorly paid, especially when regard is had to the large endowments and the large sums spent on buildings and equipment.
15. British Universities must be willing to accept students who will be somewhat ill-prepared as compared with their own Honours Students. Such students will probably prove to be first-rate material, and they will have little difficulty in adapting themselves to our system.

16. Lectureships on American History and Institutions should be established in British Universities.

17. Immediate steps should be taken to receive into British Universities students and teachers from the American Army now in Europe. Short courses to be conducted by such teachers might also be established.

18. It has been suggested that a mutual system of editorials might be developed in the two countries to aid in the spread of information and better understanding.

IV.-SOME DIFFERENCES BETWEEN AMERICAN AND BRITISH UNIVERSITIES.

Although there are many respects in which American Universities closely resemble the British, especially the newer English Universities, there are some features in which they differ essentially from them.

1. Administration.

The American University is governed by a Board of Trustees or Regents which perpetuates itself by co-opting new members as vacancies occur. This is a small executive governing body similar to the Council of many British Universities, except for the fact that it contains no representative of the teachers. The President is therefore the only connecting link between the executive governing Body and the Faculty. This makes the position and responsibility of the body of Teachers, and of the President, in the Scheme of University Administration very different from those which prevail in Britain.

Again, the Deans of the Faculties play a more independent and responsible part in America than in Britain, since the President and Trustees generally deal directly with them and not with the Faculty or with groups of Teachers.

2. Conditions of Admission.

The manner in which the entrance requirements for Colleges or College Departments of Universities are expressed in terms of units is quite different from any British method. A College may, for example, require "14 units." Each of these represents a year's study in one subject in a Secondary School, on the assumption that four such units constitute a full year's school work. A candidate may either be accepted on a certificate from the Head Master of the School stating that the units have been acquired, or through examination by the "College Entrance Examination Board" (an external body which is recognised by many Colleges). Each subject passed in this examination is reckoned as equivalent to 1½ or 2 units. Each College makes its own regulations as to the number of units and subjects required under either system.

Another difference of the highest importance is the fact that in the American Universities and Colleges the teachers are the only examiners, and the system of external examiners employed by British Universities does not exist.

3. The College.

The College, or College of Liberal Arts, through which a student obtains his first degree (A.B. or B.S.) is an institution to which nothing in Britain exactly corresponds. Modelled originally upon the Colleges of Oxford and Cambridge, it aims at giving a wide general training, usually in a four years' course, and students are in general admitted to the Graduate Department or Professional School only after completing the whole or a prescribed part of the College Course.

Some of these Colleges, such as Swarthmore, Amherst, Bryn Mawr, are independent institutions; others, such as the Colgate Departments of Harvard, Yale, Columbia, and the State Universities, are attached to a University.

Some of the independent Colleges (which were for the most part founded by religious denominations, though they may have ceased to be denominational) give only the course leading to the Bachelor's Degree (e.g., Swarthmore, Haverford), others have a Graduate Department and give higher degrees (e.g., Amherst, Bryn Mawr).

Very generally the A.B. or B.S. Degree is an entrance requirement to the Graduate Department in which the studies are conducted on a grade corresponding to the British Honour Course, and with a view to the higher degrees of M.A., etc. The Professional Schools include Theology, Medicine, Law, Agriculture, and Technology.

The Professional Schools of Theology, Law, Medicine, Agriculture, and Technology are also sometimes independent (e.g., the Massachusetts Institute, the Iowa State College of Agriculture, the many theological Seminaries), and more generally they are attached to a University. The largest and best American Universities contain all these institutions, that is, a College of Liberal Arts, a Graduate School and one or more Professional Schools, each of which is controlled by a separate Faculty and prepares for higher degrees.

Students in a Graduate Department or Professional School of a University may have come to it either from the College of the University or from other Colleges, and such migration appears to be very usual. We were constantly assured that many of the best students in the Universities come from the independent Colleges, the small Colleges as well as the large.

The needs of professional education have led to the growth of other Colleges, in addition to those of Liberal Arts, either as part of a University or as independent institutions, leading to Bachelor's Degrees in professional subjects. These Colleges comprise not only those which are founded for the study of the older subjects of Theology, Law, and Medicine, but also Colleges of Engineering, Agriculture, Education, Veterinary Medicine, Pharmacy, Dentistry, Commerce, and Journalism. We understand that the University degree has come to be the recognised avenue to the Medical and Legal Professions.

The entrance requirements for the Schools of Theology, Law, and Medicine generally, include two years of the Liberal Arts College Course.
The absence of any Honours system in the College Course makes it difficult to equate it with the British University system. In its general character it resembles, to some extent, the Pass Course of a British University, except that, in the latter, the course comprises in general fewer subjects, and more time is available for the study of each. Specialisation of study does not exist in the College, but only in the Professional and Technical Schools.

The elective system which prevails in the Colleges also constitutes an important difference. Few subjects are prescribed as obligatory for the Bachelor's Course, and the student is allowed a large choice of subjects or of groups of subjects, though these are to some extent conditioned by the Secondary School Course.

Another feature in which the American educational system differs very materially from the British is the absence of competitive Scholarships, whether at the Universities or from the Schools to the Universities.

A very distinctive characteristic of the American Colleges and Colleges is the organisation by the "Class." The Class means the students (of any or all subjects) who have entered the College or University in the same year. The organisation by Class continues not only throughout the College or University Course, but in after-life. The alumni of a particular year, long after they have gone out into the world, act corporately for the interests of their Universities, each Class endeavouring to outlive the others in generosity. Many of the buildings have been erected by means of funds supplied in this way.

V. RECOMMENDATIONS.

The recommendations which we are led to make as the result of our visit fall into two groups: (1) those which involve immediate action and can only be dealt with by the Government, and (2) those which concern the Universities more directly and require combined action on their part.

1. Recommendations to H.M. Government.

(a) We venture to suggest that the members of this Mission be constituted a temporary consultative body to advise the Government and the Universities on matters concerning the relations between British and American Universities and other educational institutions. We are disposed to think that the experience which we have gained, and the personal relations which we have established may be of service until some permanent and more effective organisation can be constituted.*

(b) We recommend that steps be taken to invite an American Educational Mission to visit this country after September, 1919, with the object of promoting closer relations between the Universities of the two countries.

(c) We recommend that the Universities be invited to establish without delay a Committee for the purpose of maintaining closer relations between the Universities of the two countries and of facilitating the interchange of students and teachers, and that a grant be made from public funds to meet the administrative expenses of this Committee.

(d) We recommend that arrangements be made for receiving teachers and students from the American Army into British Universities during the period of demobilisation.

(e) In view of the numerous inquiries that we have received, we recommend that copies of the Education Act, the Report of the Committee on the Place of Natural Science, the Report of the Committee on the Place of Modern Languages, the Whitley Report, and the Report of the Committee on Adult Education, be liberally distributed to American Universities and Colleges.

(f) We recommend that the Board of Education be invited to distribute educational information far more liberally than hitherto in the United States of America, including the statements suggested below concerning the admission of graduate students.

2. Recommendations to the Universities of Great Britain and Ireland.

Apart from steps to be taken which require combined action by the Universities, and which may therefore involve the creation of new machinery, we feel that there is one matter in which immediate action should be taken by individual Universities. We found everywhere a real desire to encourage American graduates to proceed to British Universities, and at the same time we found a very widely prevailing ignorance of the conditions under which they can be admitted. It was very generally believed that many of the obstacles which existed 20 or 30 years ago still stand in the way of the graduate student, and that they exist in all British Universities alike. This misunderstanding is mainly due to the absence of authentic information.

We think it most desirable that each University should, without delay, prepare a brief statement showing the exact conditions under which foreign graduate students are admitted. Any such pamphlet should, we think, be confined to what concerns the foreign graduate, and not be complicated by other information which can be found in the University Calendar.

We think that if the Universities can agree to admit without further test graduates from approved American Universities, Colleges, and Institutions, who show evidence that they are qualified to pursue the course of study proposed, much would be done to encourage the interchange of students. It has been frequently pointed out to us that many graduate students, who, under the conditions prevailing before the War, would have gone to Germany, will now be anxious to come to British Universities, and that they require no special endowments or new organisations, but only need to be assured that the doors of the British Universities are open to them. Under such an undertaking each University would be free to decide which American institutions to approve, to determine whether the applicant is properly qualified, and to decide the course which is appropriate to him. We would, however, recommend that the list of institutions accepted by the Association of American Universities be adopted by British Universities as a list of approved institutions.

We are taking upon ourselves to communicate this advice directly, and at once, to the Universities of Great Britain and Ireland, and we are recommending them to send, in the first instance, to the Bureau of Education at Washington, D.C., any literature which they wish to be distributed to American Institutions.

* We suggest that Sir Henry Maine be requested to continue, as Chairman of this body, the services which he has rendered to the Mission, and to act on its behalf in all communications with the Government and the Universities.
As regards future action calculated to promote closer relations between the Universities of the two countries, and in consequence also a better understanding between the two nations, we feel that this can be secured most effectively by the systematic interchange of teachers and students, that is to say, not only by the migration of Americans to Great Britain but also by the migration of British students and teachers to the Universities and Colleges of America. In this opinion, as stated above, we are supported by the agreement of all the Teachers and Presidents whom we consulted, and of all the Conferences which we attended. Everywhere the desire was expressed that, while no attempt should be made to carry out anything like a man for man exchange, the frequent and constant interchange in both directions should be promoted in every way.

We believe that many of our students and teachers have as much to gain by visiting American Universities and Colleges as Americans can gain by visiting the British Institutions, and, in particular, we feel that the Legal and Medical Schools of the American Universities and the Departments of Technology and Applied Science would prove a great attraction to British graduates if the facilities which they offer were more fully understood.

The difference, as well as the affinity of the social and political experience of the two peoples, and the urgency of the problems, social, intellectual, and political, connected therewith, add special value to the interchange of teachers and students in these subjects.

It was generally agreed that this interchange should include both teachers and students: among students, both (1) graduate and (2) undergraduate; among teachers, both (3) lecturers or demonstrators and (4) professors.

The chief recommendation therefore which we have to make in this report is that provision be made as soon as possible for the systematic interchange of students and teachers.

For this purpose the British Universities should, in our opinion, appoint a Committee authorised to act on their behalf in the following particulars: To collect and distribute information both in Britain and America concerning the facilities for exchange in the various Universities and Colleges; the students or teachers whom it is desired to send from, or to receive into, individual institutions, and the stipends offered; the costs and conditions of living; to seek funds for the endowment of the scheme of interchange; and to arouse interest in proposals to establish travelling Scholarships. This Committee should be a permanent and representative body, and should be authorised to deal with any corresponding body constituted in America; and, with its assistance and co-operation, to put Universities and Colleges into direct contact with each other. It should have an adequately paid Director or Secretary, and a grant for its administrative expenses should be sought from the Government. Among the members of the Committee should be one or more persons representing the American Universities and Colleges, or the corresponding American Committees.

Though appointed in the first instance to deal with questions concerning American Institutions, the Committee might at a later stage have its functions widened so as to include similar work for other countries.

Nothing in the duties allotted to such a Committee should interfere with the complete right of each University to make its own arrangements in all that relates to the interchange of students and teachers, or to its negotiations with other Universities.

We believe that it will be found possible to arrange for the interchange of undergraduates, graduates, whether working for British degrees or not, young teachers, and professors.

We think that in such an interchange, especially of the younger men and women, is to be found the most powerful aid towards a closer relationship and a better understanding between the two countries.

One of the first duties of such an organising and advisory Committee as is here contemplated would be the issue of a handbook giving all the necessary information for foreign students desirous of entering British Universities. Such a handbook might, in the first instance, be formed by bringing into a single volume the small pamphlets which, as suggested above, the various Universities might prepare for distribution; but it would probably require editing for this purpose. It has been frequently suggested to us that a volume similar to that entitled "Science and Learning in France," which was prepared in 1917 by a number of American scholars, would serve a very useful purpose.

Among other steps that might be taken by the Universities in furtherance of the object for which we plead are (1) the endowment of travelling Scholarships, (2) the institution of part-time Lectureships available for Americans pursuing advanced work in Britain, (3) the granting of periodical leave of absence, with half or whole pay, to their own younger teachers, to enable them to take up similar appointments in American Universities and Colleges.

J. JOLY.
HENRY JONES.
HENRY A. MIERS (Chairman).
A. E. SHIRLEY.
CAROLINE F. E. SPOURON.
E. M. WALKER.

February, 1919.

Note.—We have derived much information from Bulletin 1915, No. 27, issued by the United States Bureau of Education in 1915; "Opportunities for Foreign Students at Colleges and Universities in the United States," by S. P. Capen. This Bulletin should be in the hands of all who are interested in American Education.
THE BRITISH EDUCATIONAL MISSION TO
THE UNITED STATES

OCTOBER—DECEMBER, 1918.

SUPPLEMENTARY REPORT
ON
WOMEN'S
UNIVERSITY EDUCATION
REPORT
ON
WOMEN'S UNIVERSITY EDUCATION IN
THE UNITED STATES.

Owing to war conditions, it was possible for the members of the Mission to see the women's side of University Education in more normal conditions than that of men, to attend lectures and classes and talk to the students; for this reason, and also because it has certain problems of its own, Miss Sidgwick and I had decided to append a short report on our impressions of our visit and of University Education in America, more especially as it affects women. I am, unhappily, now deprived of her invaluable assistance, and, as we had not discussed the Report or put anything down on paper, I can only occasionally indicate any specific views as being hers, although I know that our impressions and conclusions were to a large extent similar and that we agreed on many fundamental points.

The list of co-educational Universities and Women's Colleges we visited will be found on pages 11 and 12 of the main Report. In this supplementary Report will be described the general impression we gained of American College education for women, as well as some characteristics of the teaching. This will be followed by a statement of views and problems connected with the interchange of women students and teachers, ending with a brief summary and some recommendations.

1. GENERAL IMPRESSIONS.

The general impression of American College education made upon an English visitor really resolves itself into an impression of the chief ways in which it differs from that in England. Some of these have already been detailed in the main Report, but it may be useful to emphasise here a few which specially affect women. These may, for convenience, be divided into (a) Facts; (b) Atmosphere.

(a) FACTS.

(i.) VARIOUS TYPES OF INSTITUTIONS FOR THE HIGHER EDUCATION OF WOMEN.

There are, in America, three classes of institutions for Women's University Work.
(1) Women's Colleges: independent, privately endowed institutions, which have grown up gradually to meet the needs of women's education. Such are Vassar, Smith, Mount Holyoke, Wellesley, or Bryn Mawr. With the exception of Bryn Mawr, the main work of these Colleges is to prepare students by means of a four years' course for the Bachelor's Degree, which is conferred by the College, and little or no post-graduate work is done.

(2) Women's Colleges which are a graft on men's Colleges and are affiliated to a University. Such are Barnard College, Columbia University, or Radcliffe College, Harvard. In some cases these Women's Colleges are self-governing, and have a separate staff with a system of interchange of lecturers, such as obtains between Barnard and Columbia; or, as at Radcliffe, the teaching is done entirely by the staff of the affiliated University.

Many of the older Universities in the East, however, such as Harvard, Yale, Columbia, and the University of Pennsylvania, while excluding women from their undergraduate departments, admit them freely to their graduate schools, and where there is no women's College, as at Yale, the graduate women students live in a hostel of their own.

(3) The great co-educational Universities in the West and Middle West, where nearly all Colleges and Universities are open in all departments to women on the same terms as to men. Some of these are endowed Universities, such as Chicago or North-Western, but, on the whole, the great State Universities carry out this system most fully and with the greatest measure of success, such, for instance, as the Universities of Michigan and Wisconsin.

(ii.) Distinction or cleavage between graduate or undergraduate work.

(iii.) Tendency to carry out a University course at two different institutions.

These last two points are really interdependent, and they appear to be the outcome of a recognition of two different aims in education:

1. A general education for all men and women up to the standard of a Bachelor's degree.

2. A professional or expert education.

The College—whether it be a small separate institution or the undergraduate school of a great University—prepares students, broadly speaking, only for the first degree. Whereas a University, in addition to a collegiate department, includes a large number of professional schools, such as law, medicine, theology; or, in recent times, commerce, household science or journalism, and it prepares for and grants higher degrees.

So that a woman who had graduated—say at Vassar or at Wellesley—and who then wished to qualify herself professionally as a scholar, teacher, or expert in some special calling, would very probably go on to Columbia or Yale or Chicago to qualify for her doctorate. Or, if she had done her undergraduate work at a great co-educational University, such as Michigan or Wisconsin, she would get an entirely different type of experience in working for her higher degree in a small Eastern Women's College, such as Bryn Mawr. The change involved of surroundings and teachers and the consequent widening of experience has much to recommend it.

This difference between general and professional education specially affects women, because, as a result, a large number of American girls go to College as a matter of course and quite apart from any special calling for a scholar's life or a professional career. Hence a considerable proportion of American girls of the leisured and wealthy classes are getting the benefit of a College education, and consequently have better mental training and are more fitted to take a part in public work than the similar class of English girl, who, even yet, as a rule only receives an amateur and unsystematic education. The contrast is very marked between this system and that at Oxford and Cambridge, where there is only space for a very small number of women, who are consequently restricted to those who intend to read for an Honours Degree, and it emphasizes how different are the facilities and possibilities for University life and training not only for the Englishwoman of average ability as compared with the average Englishman, but for the English woman as compared with the American woman.

(b) Atmosphere.

(i.) A sense of space and of untapped resources, more especially in the West.

The sense of amplitude of space, both in buildings and grounds, is very noticeable to the English visitor: the size and beauty of the campus grounds at such Colleges as Vassar (1,000 acres) or Wellesley; or the beauty of surroundings and vast spaces at such a University as Wisconsin, situated as it is on rising ground in an old forest sloping down to the edge of four beautiful lakes. The size and dignity of the University and College buildings, the lecture rooms and great libraries and their equipment have already been noticed in the main Report, but especially remarkable are the magnificent buildings everywhere for students' activities, and these are to be found
in the women's Colleges just as much as in those for men. They are really students' club houses, containing reception-rooms, reading-rooms, work-rooms, committee-rooms, tea-rooms, a theatre, a lecture hall; and sometimes as well the various athletic activities are centred there—the gymnasium, swimming pool, bowling alley, and so on. They add immensely to the possibilities and development of social life and give it dignity and stability.

(ii.) A SENSE OF FREEDOM.

The sense of freedom is very definite, particularly in the co-educational Universities, where the free natural intercourse of the men and women students is very pleasant to see; and we were assured by the University officials that it was most satisfactory in its working. Certainly here an excellent free discipline appears to be carried to brave and logical lengths which is very refreshing.

The system of student self-government among the women adds to this sense of freedom. The self-government Associations in Women’s Colleges, and among the women students at the co-educational Universities, are organised bodies formed from the students (all of whom are members of the Association) who are responsible for the management of all matters—other than academic—concerning the conduct and social life of the students.

Owing to the free social intercourse at co-educational Universities, and also owing to the fact that large numbers of American girls go to college because it is fashionable or because the life is pleasant, and not exclusively as in earlier days because they are eager students or desire a professional training, there is in America a greater need than with us of this system of discipline imposed from within by the public opinion of the students themselves.

These student self-governing bodies regulate all questions of house custom or rules for residents, closing hours, study or quiet hours, arrangements for visitors, evening engagements and permission for and notification of these; they organise the junior advisor system, by means of which one or two "Freshman" girls are handed over to the care of a junior student (not a senior, for they already are sufficiently burdened with work and other offices) for advice and guidance; and they interest themselves in and assist in organizing other activities, such as vocational conferences, which are held from time to time to discuss openings and opportunities for women in occupations other than teaching. It would undoubtedly appear that this system not only creates a feeling of considerable freedom, but that it also develops a sense of responsibility and self-control, strengthens independent social life and affords much training in organisation and tact.

It may partly be this system of self-government, together with the national character and temperament, which results in what very specially impressed both Miss Sidgwick and myself—the charming manners of the American College girl. She makes the most perfect of hosts, entirely free from self-consciousness, and concerned only in ensuring the comfort and well-being of her guests, showing them every courtesy and giving them every kind of information in her power. That this result is not wholly fortuitous, but is definitely aimed at by the authorities appears to be suggested by the fact that one of the subjects of discussion at the Conference of Deans at the general meeting of the Association of Collegiate Alumni in 1917 was "The responsibility of the College for elevating social standards and cultivating good manners."

(iii.) A SENSE OF PHYSICAL WELL-BEING AND OF EVERY ENCOURAGEMENT FOR IT.

This last, peculiarly important for women, very markedly differentiates American Colleges and Universities from those in England. In English Universities the physical well-being of men has—according to the standards of the time—always taken a foremost place, but with regard to women we are deplorably retrograde.

The comfort, spaciousness and hygiene within doors, the charming students' rooms, committee rooms, sitting-rooms, the large gymnasiums and swimming baths, the ample and even luxurious washing accommodation, the labour-saving appliances, the good and well-cooked food, the outdoor space, the beautiful grounds in which most of the Colleges are placed, the woods and lakes, the arrangements for games and sports, aided, of course, by the climate, all these profoundly impress the English visitor, who is continually forced into comparison with the conditions for women university students at home.

We pride ourselves on our classical scholarship and our attitude towards a knowledge of Greek, to be valued chiefly as the key to a knowledge of Greek life and ideals, yet, as regards women, we seem largely to have forgotten the place played in Athenian education by physical development and well-being. This is not so in America, where an all-round development, physical and social, as well as intellectual, is definitely aimed at.

(iv.) A SENSE OF REAL DEMOCRACY IN THE ATMOSPHERE.

This is very striking, more especially in the great co-educational Universities of the West and Middle West. One finds in these State Universities a combination of high standards of physical life, together with a simple acceptance of the need on the part of some members of the community to earn their College fees by any kind of honest work.
For example, at the University of Michigan, the chief women’s dormitory is a remarkably beautiful and comfortable building, with dignified and handsome dining-hall and reception rooms, magnificently decorated and panelled in oak, charming students’ rooms and guest-rooms, with every kind of comfort and equipment, far beyond anything to be found in our best women’s Colleges at home; yet the dormitory is entirely run by those of the students who have to work their way through College. They keep it clean, and wait at table, and do it extremely well. There is no thought of any class distinction or of looking down on the students who do this; on the contrary, they are respected for it. Another example of the same spirit may be quoted in the beautiful and luxurious students’ Alumni House at Mount Holyoke, the money for which was entirely subscribed by old students, who are not at all a wealthy body, and who did every kind of work in order to raise the necessary sum, from boot-cleaning upwards.

It is a significant fact that in America men and women who are totally without means aspire to a University education, and the whole question of the custom of and facilities for women working their way through college is an interesting one. The provision of work for such students as desire it is, in a co-educational University, one of the duties of the Dean of Women, who advises and arranges for this. The most usual work done by women students is household work and waiting at table, looking after children in the afternoon and evening, stenography and typing, filing and other office work, library assistance, tutoring and acting as agents for commercial firms. In 1913-1914 of the 1,200 women at the University of Wisconsin, seventy-five were working their way wholly or in part.

The University fees, of course, as compared with those in England, are small. In Wisconsin tuition is free to residents; to non-residents it is $100 (£30) a year, while in a co-operative dormitory a girl may live comfortably for $150 (£30) a year; or she may live with a family in the University town, giving in return so many hours a week of household service. At Michigan yearly tuition fees are $42 (£8 8s.) to residents and $52 (£10 8s.) to non-residents, and board and lodging can be had from $5 (£1) a week. The tuition fees in endowed and women’s Colleges are somewhat higher. $300 (£40) a year seems a usual sum, while board and residence brings expenses up to about $600 (£130).

(v) A readiness for education, a desire for it and belief in it—HENCE A READINESS TO SPEND MONEY ON IT.

The vast sums of money freely spent, both by the State and private individuals, on University Education in America creates envy in the mind of any English man or woman who cares for and believes in education. There is behind this expenditure an enthusiasm and idealism which is refreshing and invigorating, which can be felt in many ways, as, for instance, in the coveted aims and aspirations of the richly endowed and quickly growing Rice Institute at Houston. Women have specially benefited by this liberality for educational purposes, and it can scarcely be realised by those who have not recently visited America what magnificent buildings and equipment have been provided for them in the last few years, in many cases within the last five or ten years. These have been given by private donors, either men or women interested in women’s education, or old students of the College or University, or those who wish to build a memorial to a former woman student. Such are the great buildings of Barnard College in New York, the magnificent Students’ Hall for instance, built in 1917; or the Women’s Halls at Chicago, and more especially the beautiful Ida Noyes Hall, which is a group of buildings (costing nearly £100,000) entirely devoted to the social life and activities of the women students.

This liberality, whereby women have been enabled to enjoy, as a right and heritage, higher education amid dignified surroundings, reacts naturally and favourably upon them, giving them that independence of outlook and confidence without need for self-assertion which is characteristic of the American College woman.

2. SOME CHARACTERISTICS OF THE TEACHING.

It would be impossible, and indeed impertinent, to offer any considered reflections on the teaching based on the small amount we were able to see in such a rapid survey. There were, however, certain facts which struck us, or impressions we received, which it may be of some value to record.

As regards the standard of work done, speaking generally, it would seem that American women, on the whole, go to College rather younger than with us (16 or 17 instead of 18 or 19), and that therefore the first two years of College work is rather more comparable with advanced school work than with our University work. The last two years are probably about the same as that required for a Pass Degree with us.

There is no system of Honours Courses and degrees; therefore, independent and advanced work of the type done by our students for these is more likely to be found in the post-graduate curriculum in American Universities; but this again, in some ways, seems to go beyond our Honours degree work, and approximates often to that required for the M.A. in London or provincial Universities, or, in certain cases, for the Doctorate.

On the whole, the impression received was that American students are left somewhat less to their own initiative than with us; their work and
reading is more rigidly planned and, owing to the sessional examinations on courses of lectures attended, more definitely disposed of. There does not seem to be quite so much encouragement of or facility for individual and independent growth; so that graduates of average ability coming from an American University to work for an Honours School or Tripos at Oxford or Cambridge might at first find themselves considerably at sea and curiously undirected. On the other hand, many of the methods of teaching appeared to be lively and original, making considerable demands on the powers and personality of the teacher, and keeping the mind and attention of the student alert and adaptable. The teaching is not so exclusively done by lectures as with us; and we were specially interested in the system of recitations, seminars, quiz, inverted quiz, and research examinations.

Recitation classes seem to be the most usual form of teaching. In these a problem or topic is selected, which the students prepare, and so are able to sustain their part in the discussion which is held between them and the teacher, but guided and directed by the latter. Seminars are a more formal type of the same method in which two or three students prepare and bring with them written work, which they read and discuss. Quiz is practically oral or written questioning of the students by the teacher, whereas in the inverted quiz it is the students who set the problems or put the questions. One method of doing this is when, at the close of a course of lectures, the students bring their notebooks and ask the lecturer questions on any points which are obscure to them, or any links which they have missed or additional information they desire.

A research examination is one in which the students are given one or two or three problems which are of the nature of a small piece of research, and they are allowed a week, with full access to libraries, to see what they can make of these, presenting the result in written form.

As regards subjects taught, there is among the newer and special subjects much more variety than in England (see main Report, page 15), in some cases going outside what we consider academic or within the scope of a University, and belonging rather to a Polytechnic or technical school.

The difference in attitude is well exemplified in the recent establishment of schools of Journalism in some of the Universities. The English view would be that in order to be a good journalist a knowledge of history, politics, economics, and literature is needed, together with a trained power of writing English; or, in other words, that an all-round training and culture of the mind is the best preparation for this special vocation; whereas the American view would rather be that Journalism is an expert profession for which a specialised training is desirable. We were interested, however, to find, in spite of the strong general tendency towards vocational schools, that it was

due to the inclusion of many vocational departments in a University there is also in America a very definite and organised effort to give information to women students and to guide them in the choice of careers other than teaching.

Instances of how this is done are:
(1) By vocational conferences at the Universities.
(2) By the periodical visits of a "vocational" expert to the Women's Colleges.
(3) By the publication of a bulletin, such as that issued by Wellesley College, in which information is given as to the requisite training for some 200 different occupations, and the most suitable preliminary College courses are in each case suggested.

There are two subjects in especial which are rather a feature of the women's work, and seemed to us worth attention. One of these, Home Economics or Home Science, we have already established in London as a diploma course. But any student or teacher interested in it might profitably study the provision made for it, for example, in the University of Wisconsin, where a large and flourishing department exists, magnificently housed and equipped with a staff of twenty-eight Professors and Instructors, laboratories for applied work and dietary, a practice kitchen and cottage for practical housekeeping, as well as a model farm-house, which is in course of construction.

The purpose of the course is to give a general knowledge of the subject for use in the home, to train teachers and research workers; and in addition to prepare students for other vocations, such as dietitians in hospitals, managers of institutions and directors of salesmanship in large shops, state demonstration agents for work in cities and rural districts to give aid in problems of food production and health generally, house decorators, expert buyers, sanitary inspectors and journalists or specialist writers and advisers on food, clothing and housing problems.

The second subject is that of Fine Arts, which we do not, as a rule, look upon as part of a University course. When the provision made for this study at such Colleges as Wellesley and Bryn Mawr is investigated, one is led to think that some similar training, under expert guidance, in the history and principles of painting, architecture, decoration and sculpture, as well as in the study of facsimile reproductions of the drawings of great artists, would be peculiarly valuable for women at our English Universities.
3. VIEWS AND PROBLEMS IN CONNECTION WITH THE INTERCHANGE OF WOMEN STUDENTS AND TEACHERS.

This interchange, much to be desired for both men and women, is on the whole more important for women than for men, and especially for Englishwomen of the professional and teaching class. Men, owing to their work as soldiers, sailors, engineers, administrators and so on, have naturally more opportunity for travel than women. Yet women, owing to the very fact that they are perhaps less adventurous in spirit, more restricted to the home atmosphere and more absorbed in detail, have peculiar need of the broadening and widening experience of travel and of life in countries other than their own. It is important for them, and extremely educative, to see life at a different angle, to come up against different social problems from those at home, and to make acquaintances and friends among the men and women of a different nationality. It would be difficult to imagine many experiences more stimulating or educative for a woman graduate of one of our provincial Universities, who is going to make teaching her profession, than to go out for a year to one of the great American co-educational Universities of the West or Middle West, either to do advanced work under a selected teacher, or as a junior teacher in her own subject.

The possibility of sending out selected Training College students for their second or third year to Colleges like Vassar, Mount Holyoke, or Smith, was one which occurred to Miss Sidgwick and much appealed to her. The free discipline, glorious surroundings, and opportunities for physical development, as well as the enlarged experience, would be peculiarly valuable to these students, and would tend to raise their standard as to the conditions under which educational work should be carried on.

There is a very general desire among American women students to come to England, and from an international point of view it is important that we on our side should as speedily as possible do all we can to facilitate this. It is felt, however, that as regards women there are certain difficulties and restrictions, especially at our older Universities, which have a discouraging effect, and more especially the fact that at Oxford and Cambridge no woman can qualify for a degree. It may be useful in this connection to record here certain resolutions which were adopted at the Conference, at which Miss Sidgwick and I were present, held at Radcliffe College on December 6th, 1918, in connection with the Meeting of the Association of American Universities and under the auspices of the Committee on war service training for Women College Students of the American Council on Education and the Committee on International Relations of the Association of Collegiate Alumnae. There were present at this Conference a large number of the heads of Women's Colleges and of the Deans of Women of the chief eastern Universities.

It was there resolved—

(1) That it is the sense of this meeting that it is highly desirable that free access to all possible graduate opportunities in instruction and research in Great Britain be offered to American women students, and that proper facilities to give due publicity to these be secured.

(2) That it is the sense of this meeting that as far as degrees in British Universities are open to American students, they should be open to women as well as to men.

(3) That it is the sense of this meeting that English Universities should not be asked to modify their degrees with special reference to American students.

(4) That the meeting approve as a good plan for additional scholarships between British and American Universities, that one, according to which the country from which the student comes, should supply the money stipend, and the country receiving her should supply free board and tuition.

(5) That it is the sense of this meeting that all steps taken in the establishment and maintenance of an Institute of International Education should contemplate representation of Women's Colleges in the committee of control.

Our experience was that there is in America a general desire to know what specific policies—to quote President Butler—"should be instituted or developed in order to attract advanced women students from Great Britain to American Universities, or make it desirable for advanced women students from America to go to British Universities; how and by what authority such students may best be chosen; what amount of stated supervision and oversight they should have during their study in a foreign country, and how these should be provided; and what are the subjects or fields of activity in which most interest is likely to be developed and in which the greatest service can be rendered in multiplying and strengthening the relations between the British and the American peoples."

The study and elucidation of these and kindred problems would be part of the work of the Committee or Institute which in the main Report we recommend should be established for facilitating the interchange of students and teachers.
4. SUMMARY AND RECOMMENDATIONS.

As regards women, in addition to the advantages of an international kind already pointed out, we in England will be helped towards a higher standard of women's academic needs, we can study the results of a freer system of co-education and social intercourse than we have as yet achieved, and we can gain much general inspiration by sending over our students and teachers to see for themselves the provision and the opportunities which America offers to women.

It is clear that as regards higher education our two countries have much to learn from each other, and chiefly for this reason, it would seem that England and America have by force of circumstances been constrained to attack the problem of University education from opposite ends. In England it has been essentially aristocratic, slow of growth and conservative, providing facilities for the favoured few only, and carrying the work done, as its best, to a very high degree of finish and perfection. In America the needs of a large democracy, both men and women, with an insistent desire for education, have had to be provided for very rapidly. This has resulted in the establishment and equipment of vast Universities on a scale undreamt of here, and also in the evolution of social organisation and student self-government of a high order. The time is rapidly approaching when we also will be called upon to meet the educational needs of a large democracy, and we may learn much from what has been so admirably done in this respect overseas; while America, on her part, will perhaps benefit from the tradition and accumulated experience of centuries of scholarship centred at our old Universities, and from them radiating throughout the country.

With a view, therefore, to facilitate this interchange, especially as regards women, I beg to add the following recommendations to those already made in the main Report:—

1.—RECOMMENDATIONS TO H.M. GOVERNMENT.

(a) That pressure be put on the Universities of Oxford and Cambridge to open their degrees to women, as this has now become a matter of international as well as of national importance.

(b) That a small grant be made to the Committee on University interchange of Women Students which has been already established to promote University interchange and Scholarships for Women of the Empire and the United States. This would enable the Committee to start its work effectively and give it the sanction of Government approval.

2.—RECOMMENDATIONS TO THE UNIVERSITIES OF GREAT BRITAIN AND IRELAND.

(a) That in the establishment and maintenance of any Committee or Institute to deal with International Education there should be representation of Women's Colleges on the committee of control.

(b) That among the staff of any such Committee or Institute there should be a woman official as assistant to the Director.

CAROLINE F. E. SPURGEON.
BRITISH EMBASSY,
WASHINGTON.

With the compliments of the British
Ambassador.

April 15, 1919.

The President
University of Chicago,
Chicago, Illinois.
BRITISH EMBASSY
WASHINGTON

WITH THE COMPLIMENTS OF THE EMBASSY

April 16, 1919

The President
University of Chicago
Champaign, Illinois
Visit of the
British Educational Mission
To the United States

October-December
1918
Visit of the
British Educational Mission
To the United States
October-December, 1918

On the invitation of the Council of National Defense, the British Government has sent to the United States a distinguished Mission to inquire into the best means of procuring closer cooperation between British and American educational institutions, to the end, greatly desired on both sides, of making increasingly firm the bonds of sympathy and understanding that now unite the English-speaking world.
MEMBERS OF THE MISSION

DR. ARTHUR EVERETT SHIPLEY
Vice-Chancellor of the University of Cambridge, Master of Christ’s College and Reader in Zoology

SIR HENRY MIERS
Vice-Chancellor of the University of Manchester and Professor of Crystallography

THE REV. EDWARD MEW BURN WALKER
Fellow, Senior Tutor, and Librarian of Queen’s College, Member of the Hebdomadal Council, Oxford University

SIR HENRY JONES
Professor of Moral Philosophy, University of Glasgow

DR. JOHN JOLY
Professor of Geology and Mineralogy, Trinity College, Dublin

MISS CAROLINE SPURGEON
Professor of English Literature, Bedford College, University of London

MISS ROSE SIDGWICK
Lecturer on Ancient History, University of Birmingham
RECEPTION COMMITTEE

OF THE

AMERICAN COUNCIL ON EDUCATION

At the request of the Council of National Defense, the American Council on Education has undertaken to make all the arrangements for the reception of these very welcome guests, and has invited the following representative citizens to serve as an Honorary Reception Committee:

Hon. Elihu Root, Chairman
The Secretary of War
The Secretary of the Interior
The Commissioner of Education
The Chairman of the Committee on Engineering and Education of the Council of National Defense

Hon. James M. Beck
Charles A. Coffin, Esq.
Judge Elbert H. Gary
Hon. James W. Gerard
His Eminence Cardinal Gibbons
Fairfax Harrison, Esq.
William Dean Howells, Esq.
Hon. Charles E. Hughes
Otto H. Kahn, Esq.
Rt. Rev. William Lawrence
Senator Henry Cabot Lodge
Rev. Shailer Matthews
J. Pierpont Morgan, Esq.

Hon. Henry Morgenthau
Judge Alton B. Parker
Major George Haven Putnam
John D. Rockefeller, Jr., Esq.
Col. Theodore Roosevelt
Charles M. Schwab, Esq.
Major James Brown Scott
Senator Hoke Smith
Hon. William H. Taft
Frank A. Vanderlip, Esq.
Chaplain Henry Van Dyke
Lieut. Col. William H. Welch

RECEPTION COMMITTEE—Continued

President Edwin A. Alderman
President Guy Potter Benton
President William L. Bryan
President Marion LeRoy Burton
President Nicholas Murray Butler
Dr. Wallace Buttrick
Dr. Charles W. Eliot
Dean Virginia C. Gildersleeve
President Frank J. Goodnow
President Arthur T. Hadley
President John Grier Hibben
President Albert Ross Hill
President Harry B. Hutchins
President Edmund J. James

President A. Lawrence Lowell
President Richard C. Maclaurin
President Alexander Meiklejohn
President Ellen F. Pendleton
Dr. Henry S. Pritchett
President Jacob Gould Schurman
Rt. Rev. Thomas J. Shahan
Provost Edgar F. Smith
President M. Carey Thomas
President Charles R. Van Hise
Dr. George E. Vincent
President Benjamin Ide Wheeler
Dr. Robert S. Woodward
President Mary E. Woolley

The following have been designated as the Committee in Charge:

President Donald J. Cowling, Chairman
Professor William H. Schofield, Secretary

Dean Herman V. Ames
Dean James B. Angell
Professor Frank Aydelotte
Dr. Samuel P. Capen
President Frederick C. Ferry
Professor J. F. Foakes Jackson
President Frank L. McVey
ITINERARY

The proposed itinerary of the Mission follows:

October
8-14—New York
15-17—Washington (Mt. Vernon)
18—Baltimore
19-21—Philadelphia (Bryn Mawr, Haverford)
22-23—Princeton
24—New York (Vassar)
25-26—New Haven
27—Amherst, Smith, Mt. Holyoke
28-30—Boston and Cambridge (Wellesley)
31—

November
2—Montreal (Ottawa)
3- 5—Toronto (Niagara Falls)
6—Ann Arbor
7-12—Chicago (Urbana, Evanston)
13-14—Madison
15-17—Minneapolis and St. Paul
18—Des Moines (Ames)
19-20—St. Louis
21—Cincinnati
22—Lexington, Ky.
23—(Louisville)
24—Nashville
25-28—New Orleans (Houston, Austin)
29-30—Tuskegee
31—Chapel Hill

December
1—Charlottesville
2—Washington
4- 7—Boston and Cambridge

CONFERENCES

All the Mission are invited to participate in a meeting of the National Association of State Universities in Chicago on November eleventh and twelfth, and, finally, in meetings of the Association of American Universities and the Society for the Promotion of Engineering Education at Harvard University and the Massachusetts Institute of Technology from December fourth to eighth.

MAIL

Communications for or regarding the Mission may be addressed:
"Care Professor W. H. Schofield, 576 Fifth Avenue, New York."

BRIEF BIOGRAPHIES OF MEMBERS OF THE MISSION

DR. ARTHUR EVERETT SHIPLEY

ARTHUR EVERETT SHIPLEY, Sc.D., Vice-Chancellor of the University of Cambridge, is well known in the United States, in which he has on several occasions been an honoured guest. He is an honorary D.Sc. of Princeton University, Foreign Member of the American Association of Economic Entomologists and of the Helminthological Society of Washington. Dr. Shipley is a member of the Central Medical War Committee of Great Britain. He holds many offices of great responsibility, being, for example, a Trustee of the great collection of specimens illustrative of many branches of science which was made by John Hunter, purchased by the Government after his death in 1793, and presented to the Royal College of Surgeons; a Trustee of the Tancred Foundation established by Christopher Tancred (1689-1754) of Whixley Hall in the County of York, to provide Studentships in Divinity and in Physic; a Trustee of the Beit Memorial Fund for Fellowships for Medical Research; Chairman of the Council of the Marine Biological Association; Vice-President of the Linnean Society; member of the Royal Commission on the Civil Service. In 1887 he was sent to the Bermudas by the Colonial Office to investigate a plant disease. He was also commissioned by the British Government to investigate grizzly disease, and the volume on Grouse in Health and Disease which he published records many observations regarding the pathology of birds. He is a Fellow of the Royal Society.

Dr. Shipley's writings on many branches of zoology and other subjects, historical, architectural and biographical, are too numerous for mention. They include several standard text-books of zoology. The study of parasitical animals is his especial hobby. Since the commencement of the War he has written two books of extraordinary interest and humour, on a subject which, if less skilfully handled, would be generally regarded as repulsive—lice, bugs, fleas and flies.
—little animals which in all former wars have contributed to the failure of armies in almost as large a measure as swords or guns. But for recent knowledge of their habits the havoc which they have worked in this war, already sufficiently serious, might have been the determining factor. "The Minor Horrors of War" and "More Minor Horrors" are books which may be read with pleasure by the least scientifically inclined of men and women.

As Master of Christ's College, Dr. Shipley inhabits a "Lodge" which the Foundress the Lady Margaret, mother of Henry VII., once occupied. The Lodge, like all similar houses, had been altered to suit the taste of each succeeding age. The new Master immediately after his election devoted much money and antiquarian knowledge to its restoration to something like its original condition. Soon after the commencement of the War he turned the house into a convalescent home for wounded officers, several hundreds of whom have since lived with him. In other forms of war work he has also been very active, especially in the collection of clothes for Belgian refugees, and the maintenance and education of Serbian boys, for which the members of the University, with great generosity, made themselves responsible.

**SIR HENRY MIERS**

SIR HENRY MIERS was born in South America, where his father was an engineer (as his grandfather had been before him), but was brought to England at the age of two. One of his great-grandfathers was Francis Place, the self-educated politician who was a leader in the reforms of 1824-1841.

He was educated at a private school near Oxford, where among his schoolfellows were the late Lord Parker of Waddington, and George Macmillan, whose firm is well known in the United States. Thence he went with a scholarship to Eton, and was there for five years. The course at Eton was almost purely classical, but Miers did a considerable amount of science and mathematics out of hours, winning school prizes in these subjects among others. He also won the Gold Medal in Geography offered at that time by the Geographical Society for competition among public schools; among the honourably mentioned on that occasion was his schoolfellow Cecil Spring-Rice, afterwards Ambassador to the United States. Lord Curzon was also one of his exact contemporaries at Eton.

In 1877 he went with a Classical Scholarship to Trinity College, Oxford, and read double (classics and mathematics) for the first degree examination, and double (mathematics and physics) for the final examination. But he left Oxford before the final examination in the Science School in order to prepare for a position which was about to be established in the Mineral Department of the British Museum. His interest in mineralogy had been stimulated at Oxford by Professor Story-Maskelyne, whose lectures he attended. The Professor was then a Member of Parliament, and came up from London to lecture to Miers, who was for a time his only pupil. He also worked at the subject in the long vacation at Cambridge and in other vacations at the British Museum.

At the British Museum he was a first-class assistant for twelve years, and during that period published about 50 scientific papers. His teaching experience also began in London, for he was invited by Professor Armstrong to start the teaching of crystallography at the neighbouring Central Technical College (which has now been absorbed in the Imperial College of Science and Technology). This continued for about nine years, when he was succeeded by one of his first pupils, W. J. Pope, who is now Professor of Chemistry at Cambridge.

One of his adventures during the period of his assistantship at the British Museum was an attempt (in 1888) to make a balloon voyage to Vienna in company with Simmons, a well-known aeronaut, and a gentleman named Field. On approaching the coast of Essex it was thought prudent to descend, as the wind was in a too-northerly direction. The balloon, which was a very large one, was safely anchored to a tree, and the occupants of the car fell about 60 feet. Simmons was killed and Field had both legs broken. Miers, although severely bruised, sustained no permanent injury.

In 1895 a letter which he wrote to Sir William Ramsey, immediately after the meeting of the Royal Society at which Ramsey and Rayleigh announced the discovery of argon, advising him to examine the mineral cleveite for compounds of argon, led to the unexpected discovery of helium.

In the same year Miers gave some lectures for Story-Maskelyne at Oxford, and in 1896 succeeded him, on his retirement as Waynflete Professor of Mineralogy, becoming thereby a Fellow of Magdalen College, where he lived for the next twelve years.

At Oxford he created a Department of Mineralogy, developed a small school of research, and published a number of papers of
which the more important (mostly in conjunction with Miss F. Isaac) related to spontaneous crystallization. Among his other pupils were Dr. Herbert Smith, of the British Museum, Dr. H. L. Bowman, who succeeded him as Professor, Mr. T. V. Barker, now University Lecturer in Crystallography, the Earl of Berkeley and his scientific colleague, Mr. E. G. Hartley. In 1902 he published a text-book on mineralogy which has been much used in the United States.

He took a considerable share in the administration of the University, and was a member of the Hebdomadal Council and a Delegate of the University Press. In 1902 he succeeded the late Sir E. B. Tylor, the anthropologist, as Secretary of the University Museum, becoming thus responsible for its administration.

In 1908 he became Principal of the University of London, in succession to the late Sir Arthur Rucker. During the greater part of his period of office the Royal Commission on University Education in London was taking evidence, and its report, recommending a large scheme of reconstitution, was only published in 1913.

Among the many activities of the University he associated himself especially with the Tutorial Classes for Working People, with whom his ready speech and never-failing humour made him exceedingly popular. His lectures at the Working Men's College, which was founded some 70 years ago by Maurice, Tom Hughes (the author of "Tom Brown's Schooldays"), Furnivall and Westlake, were events to be remembered. He also tried to gather up the scattered units of the very complicated University of London, such, for example, as the College of Household and Social Science for Women, the Officers Training Corps, and the University Club.

He assisted Mr. Albert Kahn to establish his British Travelling Fellowships, and instituted a Board of Trustees, of which he became a member and Secretary, consisting of the Lord Chancellor, the Speaker, the Lord Chief Justice, with Lords Curzon and Milner as coopted members. Most of the American Kahn Travelling Fellows visited him in London at the commencement of their journey.

He was mainly instrumental in bringing about the Congress of the Universities of the British Empire, which met in 1912, and was to have met again in five years. This was prevented by the War, but the Universities Bureau has come into existence as the result of the Congress and will organize the next Congress when the opportunity arises.

In 1915 it was clear that the War would prevent any immediate reorganization of the University of London, and Miers therefore accepted the invitation of the University of Manchester to become its Vice-Chancellor. In Manchester he is already associated with many educational and civic activities outside the University; he is Chairman of the Joint Matriculation Board, which determines the admission of students to the five Northern Universities and examines and inspects secondary schools in their areas of influence; also of the Manchester Royal College of Music, of the Manchester Royal Institution, and of the newly formed Northern Branch of the National Library for the Blind.

He has been for many years a Fellow and Governor of Eton College, and Fellow of Magdalen College, Oxford; was elected a Fellow of the Royal Society in 1896; has been President of the Mineralogical Society, and of the Geological and Educational Sections of the British Association; is an Honourary Doctor of the Universitites of Sheffield and Christiania; was knighted in 1912; was a member of the Treasury Committee which reported on the reform of the Civil Service Class I examinations; and is a member of the Committee appointed by the Prime Minister to report on Adult Education.

During and since college days he has devoted most of his vacation to foreign travel. In 1892, while assistant at the British Museum, he visited and reported on the public and private mineral collections of Norway, Sweden and Russia and part of Germany.

In 1901 he joined Professor Coleman of Toronto in Canada for a journey of exploration in the Northern Rockies, but at the invitation of the Canadian Minister of the Interior changed his plans and visited and reported on the gold mines of Klondike, in company with Professor Coleman. He had previously visited Canada and the Pacific Coast with the British Association (spending some weeks also in the United States) in 1897; and was there again with the International Geological Congress in 1913.

He visited a great part of South Africa on the invitation of the Rhodes Trustees and the Johannesburg Council of Education in 1903, and was personally concerned in the first appointments made in the Transvaal Technical Institute which afterwards became the Transvaal University College. A second visit to South Africa with the British Association took place in 1905.

Many of his European journeys have been made to places which possess public or private collections of antique sculpture, in which he is interested.
THE REV. EDWARD MEW Burn WALKER

The Rev. Edward Mewburn Walker has played a large part in the life of the University of Oxford during the past thirty years. Senior Tutor of Queen’s College and a member of the Hebdomadal Council which is charged with the administrative work of the University, he illustrates in his own person the characteristic feature of the two ancient British universities—the federation of a number of autonomous colleges into a larger corporation. Each of the colleges makes its own regulations as to residence and discipline, within limits prescribed by the University. It is largely responsible for teaching and conducts its own examinations; whereas the University alone prescribes and conducts the examinations for degrees.

Mr. Walker’s scholastic interests lie in the field of Ancient History, and particularly Greek History, on its constitutional side. On this subject he has contributed many articles to the Encyclopaedia Britannica and other publications and has written a book on the Hellenica Oxyrhynchia, its authorship and authority. He has acted as Examiner in the Final Honours School of Literae Humaniores on nine occasions. He represented the University at the International Historical Congress held in Berlin in 1908.

Mr. Walker is a clergyman of the Church of England and has been Select Preacher on several occasions to the University of Oxford.

Since the commencement of the War British universities have devoted much thought to the organization of advanced study and research and, consequently, to the encouragement of the migration from other countries of students who wish to follow post-graduate courses and to qualify for the doctor’s degree. In this movement Mr. Walker has taken a very active part. He is a member of the Committee of Advanced Studies, which includes scholars of eminence, such as Sir Paul Vinogradoff, Professors Firth, A. C. Clarke and Sir Gilbert Murray. He was a member of the Committee of the Hebdomadal Council which drew up the statutes for the new degree of Ph.D., and was commissioned by Council to introduce the various measures therewith connected to Congregation, the legislative body of the University. He represented Oxford at the Conference of Universities, which, in May of this year, met in London to consider the whole question of post-graduate study and its recognition by the conferring of degrees.

SIR HENRY JONES

Sir Henry Jones, the Professor of Moral Philosophy in Glasgow University, is, as his name implies, a Welshman. He is, in fact, one of Mr. Lloyd George’s oldest personal friends, and as the Prime Minister is the greatest living representative of Welsh political life, so Sir Henry Jones is regarded in Wales as the greatest representative of literary and academic Wales. Many of his most brilliant addresses have been given and published in Welsh, and his annual visits to his native country have almost invariably been the occasion of great meetings of Welsh men and women at which Sir Henry spoke on some of the pressing problems of citizenship.

Sir Henry’s life story is as romantic as that of any man in these islands. Like Mr. Lloyd George, he has won his high position from very humble beginnings. His father was a cobbler in a small North Wales village, and the son was early apprenticed to his father’s trade. It is still his boast that he “can make a shoe with any man in Glasgow.” But the Welsh passion for learning burned in the boy’s heart. Before and after his day’s work he was at his books, training himself arduously to enter upon the teaching profession. After several years of study he went to the Normal College in Bangor, North Wales, whence he passed out as a schoolmaster. After two years of teaching in a South Wales village—still memorable in the records of the township—he won a scholarship to Glasgow University, where he speedily became the foremost student in the great philosophical school of which Edward Caird was then the head. Scholarships and fellowships fell to the young Welshman, and after a short period of study in Germany he returned to his native country, first as a lecturer in the College at Aberystwyth, and then as Professor of Philosophy in the University College of North Wales. From North Wales he went to Scotland as Professor of Logic in the University of St. Andrews; and finally, in 1894, on the election of Edward Caird to the Mastership of Balliol College, Oxford, Henry Jones entered upon the tenure of the chair of his teacher in Glasgow which he still holds.

With so fine a record of struggle and success it was certain that the young professor would become a great force in the intellectual life of Scotland. Year after year his class-room was crowded at 8 o’clock in the morning—with 200 young men and women, the teachers and preachers of the country, all wraptly under the spell of his personality and his philosophical teaching. Humour and Celtic
eloquence and poetry half concealed and half revealed a profoundly serious purpose. His own intensity of conviction and utterance, and the devotion to the most arduous work which he exacted from his students, combined to give him a unique position even among the great succession of Scottish philosophical teachers. His pupils are to be found not only in the schoolhouses and manses of Scotland, but in the universities of Great Britain and of the Empire, and of the United States of America. Two, at least, of the Princeton professorate were pupils of Sir Henry Jones.

Sir Henry has himself lectured in several of the American universities. Shortly before the War he took part in the celebration of the opening of the Rice Institute in Houston, Texas, and spoke on that occasion at many university functions in the Eastern States. He has lectured in Australia, and travelled in many parts of the British Dominions. His writings are well known in all parts of the English-speaking world. His work on Browning won early fame, and it was followed by his “Lotze,” his “Idealism” and his many studies of the application of his philosophy to problems of citizen life and duty. Sir Henry’s main interest all his life has been in raising the level of intelligent citizenship, and in pleading for a study of the mind of man as resolute and as sincere and as scientific as the study of the material world.

As might be expected from one who has thought so long and deeply on social things, Sir Henry has thrown himself whole-heartedly into the struggle with German militarism. By pen and voice he took part in the great campaign to raise the voluntary armies of Great Britain, and his addresses in Wales—appeals not to passion or interest, but to the high ideals of citizen life—stirred that country to a great response. And, unhappily, the War has cost him much sorrow and anxiety in his family life. All his three sons went to the fighting line. The eldest—a brilliant Civil Servant in India—joined the native corps of artillery as a private, but was raised to a commission while on service in Mesopotamia. He was with General Townshend in the ill-fated rush to Baghdad, and shared the General’s fate by being captured at Kut. For over two years, now, he has been suffering great hardships in Turkey. The second son, a Captain in the Indian Medical Service, won the D. S. O., for great gallantry in Mesopotamia, and soon afterwards was invalided back to India, though he has now returned to the front. The youngest son, who had won the Military Cross with bar during his service in France, fought furiously at the head of his machine-gun company to resist the German onslaught on the British lines at the Lys in April of this year. He was last seen lying wounded in Estaires when the British had to evacuate the village before the overwhelming German masses, and no more news has been heard of him since that date.

Many honours have fallen to Sir Henry. He is an LL.D. of St. Andrews, a D. Litt. of the University of Wales, a Fellow of the British Academy. He served nine years as Hibbert Lecturer in Metaphysics in Manchester College, Oxford. He gave the Tennyson Centenary lecture of the British Academy, and has held many of the foundational lectureships of British universities and learned societies. He received the honour of knighthood in 1912.

**DR. JOHN JOLY**

JOHN JOLY, M.A., B.A., Engineering, D.Sc., has been Professor of Geology and Mineralogy in the University of Dublin for the past 20 years. He was born in Ireland in 1857 and educated at Trinity College, in which he held various subordinate posts before his appointment to the chair which he now occupies.

For more than 30 years he has carried on research in physics, and especially in the application of physics to engineering, but his exceedingly ingenious mind has led him down many by-paths in search of the solution of problems of general interest.

One of his earliest inventions was the steam calorimeter, by means of which he succeeded in determining directly the specific heats of gases at constant volume. This was a problem in experimental science which had long baffled physicists. Having invented the calorimeter, Joly turned it to excellent account in the examination of a variety of gases over a wide range of pressure and temperature.

Distinguished as a physicist, he is more widely known as a pioneer in the modern method of photography in colours. He was the first in 1897 to take successful photographs in natural colours by the use of a minutely-subdivided screen carrying the three primary colours. On a plate exposed behind this screen he obtained, in effect, three negatives on the same plate. A transparency made from this plate, when placed in an optical lantern behind a screen similarly ruled in red, green and blue lines, displayed the objects photographed in their natural colours. This experiment led, ten years later, to the development of the well-known and very efficient Lumière process.
on which coloured starch grains are substituted for Joly's coloured
lines.

The ascent of sap in trees is another subject which has occupied
his attention, in conjunction with Henry H. Dixon, the Professor
of Botany of Trinity College. He offered a simple explanation of
this phenomenon. The theory then put forward attributes the as-
cent of the sap to transpiration from the leaves of the tree and the
tensile strength or cohesion of the fluid in its capillary tubes.

Another matter of very great general interest was dealt with by
Joly when he determined the age of the ocean by estimating the
amount of common salt carried to it by the rivers and calculating
the length of time that must have elapsed in order that the salt in
sea water should have acquired its present concentration.

Sections of various kinds of rock show remarkable little rainbow-
coloured circles. Joly was the first to prove that these rainbow-like
circles or pleo-chroic haloes occur about particles of salts of the
rare metals uranium and thorium; metals which are always under-
going decomposition into elements of lower atomic weight. The
haloes are due to the bombardment of the substance of the rock by
the radioactive particles discharged from the heavy elements. The
rate of transformation of uranium and thorium into these radio-
active substances being known, it has been possible to calculate the
length of time necessary for the formation of the haloes and there-
fore the age of the rocks.

Joly has been a pioneer in the applications of radio-activity to
geological phenomena, e.g. the origin of mountain ranges.

The late Professor Lowell's book on Mars led Joly to offer a
relatively simple explanation of the canals of Schiaparelli. He at-
tributed them to the gravitational effects of small satellites falling
into the planet.

Even biological problems have engaged the versatile Professor's
attention. In a book entitled "The Abundance of Life" he sub-
mits a dynamic basis for evolution.

His interest in radio-activity led him at an early date to sug-
gest the insertion of radium into cancers, and recently—in con-
junction with Captain William Stevenson, R. A. M. C.—he sug-
gested the use of emanation needles, which he invented, for the-
erapeutic purposes.

Joly has for many years been a keen yachtsman, and recently
has devoted much time to problems connected with submarine war-
fare. He has suggested many applications of modern science to
navigation, and especially those dependent upon the principles of
synchronous signalling.

In his own university Professor Joly is known as a reformer,
being largely responsible for various recent changes. He became
secretary to the Academic Council on the death of Professor Edward
Dowden, the Shakespearean scholar.

During the rebellion in 1915 he took an active part in the defense
of the College. An account from his pen of this episode appeared
in "Blackwood's Magazine." He is a Commissioner of Irish Lights.
He is Warden of the Alexandra College for Women. For many
years he has been Secretary of the Royal Dublin Society. He is a
Fellow of the Royal Society. In 1910 he received from the Society
a Royal Medal. In 1911 he received a Royal Medal from the
Royal Dublin Society.

Among his many publications are to be noted—Radio-activity and
Geology, Synchronous Signalling in Navigation, The Birth-time of
the World, and a vast number of contributions to various scientific
journals, notably to the "Philosophical Magazine," of which he has
been one of the editors for many years.

[N. B.—Owing to the late date of the announcement of the
ladies designated as members of the Mission, it has not been possible
to procure from England adequate accounts of their careers.]

MISS CAROLINE SPURGEON

MISS CAROLINE SPURGEON, a daughter of the late Cap-
tain Christopher Spurgeon of Twyford, Norfolk, was edu-
cated at Cheltenham College, Dresden, Paris, and at King's College
and University College, London (where she was Quain Essayist
and Morley Medallist). In 1899 she won First Class Final English
Honours at Oxford. From 1901 to 1913 she was Assistant Lec-
turer or Lecturer in English at Bedford College for Women. She
is now Professor of English Literature at the University of London,
Head of the Department of English Literature at Bedford College,
Fellow of King's College for Women, London, and Fellow of the
Royal Society of Literature.

Miss Spurgeon is best known in the United States as the author
of a notable book "Five Hundred Years of Chaucer Criticism and
Allusion," the first part of which was published by the Chaucer
Society in 1914. This book is based on a thesis on the same subject, published in French in 1911, for which Miss Spurgeon obtained the degree of Docteur de l'Université de Paris. Miss Spurgeon has also edited Richard Brathwait's Comments and The Castle of Otranto, besides making contributions to the Cambridge History of English Literature, the Quarterly Review, the Revue Germanique, etc. No English woman is more highly esteemed as a student of English literature.

MISS ROSE SIDGWICK

MISS ROSE SIDGWICK, a graduate of Somerville College Oxford, is now Lecturer in Ancient History at the University of Birmingham. The Journal of Education in announcing her earlier appointment as Assistant Lecturer, in 1905-1906, remarked: "The appointment of Miss Sidgwick has perhaps a special interest, as it has not yet often happened that women have been appointed to academic posts after an open competition with men." Miss Sidgwick will undoubtedly be greatly interested in the large part women are playing in higher education in America.
REPORT OF CONFERENCE WITH
THE BRITISH EDUCATIONAL MISSION

Held at
IDA NOYES HALL
Friday afternoon, November eighth,
Nineteen Hundred Eighteen

PRESENT:

Members of the Mission, as follows:

Dr. Arthur Everett Shipley,
Vice-Chancellor of the University of Cambridge,
Master of Christ's College and Reader in Zoology.

Sir Henry Miers,
Vice-Chancellor of the University of Manchester
and Professor of Crystallography.

Miss Caroline Spurgeon,
Professor of English Literature, Bedford College,
University of London.

The Rev. Edward Newburn Walker,
Fellow, Senior Tutor, and Librarian of Queen's
College, Member of Hebdomadal Council, Oxford University.

Sir Henry Jones,
Professor of Moral Philosophy, University of Glasgow.

Miss Rose Sidgwick,
Lecturer on Ancient History, University of Birmingham.

Dr. John Joly,
Professor of Geology and Mineralogy, Trinity College,
Dublin.

Members of the Faculties of the University of Chicago.

Leader of the discussion:

Vice-President James Rowland Angell
of the University of Chicago.
Dr. Angell: This is an occasion which is altogether unprecedented in our own history, and, I suspect, in the history of American colleges, for the most part. We have an opportunity of talking together, in an informal way, with the representatives of the great British universities who are our guests to-day, particularly with a view to setting on foot such measures as we can intelligently devise to improve the intimacy of our relations with one another, not only as regards our students, but as regards the faculties of our several institutions. It has been suggested to us, and we believe it has been an expression of the preference of our guests, that in place of the more usual formalities of a state visit of distinguished guests, with meetings of the public assemblage type and formal speeches, we should come together in this informal way and discuss the topics which seem to us most fruitful for the purpose which brings the mission here.

We have ourselves suggested a few topics, as the result of a conference of our own Senate, which seemed, on the whole, profitable for some discussion. We have not designed to make these topics in any sense the coercive program of the afternoon, and shall be glad to have our guests depart from them at any point they may desire. But we thought it might be helpful to expedite the program if we kept these topics in our own mind and presented them very briefly, and, where they seemed to be particularly profitable for discussion, to call upon our guests to make such comment as they cared to make, before going on to another subject.

The committee in charge of our meeting has suggested that we begin the discussion with a very brief statement on the part of one or more of our own membership, and so a few of the members of the faculty have been asked to introduce these topics briefly, and then they will be thrown open to general discussion. I should like to have all the members of the faculty who are present to appreciate the informal character of our discussion. Those who have offered to open the discussion
The concept of justice or equity may be seen as the foundation of all moral and ethical norms. As Kant observed, the principle of justice is inherent in the nature of human beings. It is through the recognition of justice that individuals can establish a just society. Justice is not merely a matter of personal interests, but a fundamental principle that guides our actions and decisions in life. It is through the pursuit of justice that we can achieve a harmonious and equitable society.

The pursuit of justice requires us to recognize the inherent dignity of every individual. It is through the recognition of this dignity that we can establish a just society. Justice is not merely a matter of personal interests, but a fundamental principle that guides our actions and decisions in life. It is through the pursuit of justice that we can achieve a harmonious and equitable society.

The concept of justice is closely tied to the idea of fairness. Fairness is a key component of justice, and it is through the pursuit of fairness that we can achieve a just society. Fairness is not merely a matter of personal interests, but a fundamental principle that guides our actions and decisions in life. It is through the pursuit of fairness that we can achieve a harmonious and equitable society.

The concept of justice is closely tied to the idea of equality. Equality is a key component of justice, and it is through the pursuit of equality that we can achieve a just society. Equality is not merely a matter of personal interests, but a fundamental principle that guides our actions and decisions in life. It is through the pursuit of equality that we can achieve a harmonious and equitable society.

The concept of justice is closely tied to the idea of freedom. Freedom is a key component of justice, and it is through the pursuit of freedom that we can achieve a just society. Freedom is not merely a matter of personal interests, but a fundamental principle that guides our actions and decisions in life. It is through the pursuit of freedom that we can achieve a harmonious and equitable society.
have no desire to monopolize the subject.

The order in which the topics are listed is also quite unimportant; it merely represented the order which seemed to be convenient. The first of the topics which we have suggested—Motives Probably Controlling Migration of American Students—was to have been presented by Professor McLaughlin, who has unfortunately just had news of the loss of one of his boys in France, and cannot, of course, be present. Professor Mathews has kindly consented to take his place, and I shall ask him to be good enough to present in a few words the first of these topics.

Professor Mathews: Mr. Chairman, ladies and gentlemen—We are likely to be affected, I suppose, by the experience which American students have had in former years, in going to foreign universities to study. Their purposes are, in a way, to be classified under three general heads. In the first place, men have gone abroad for the purpose of making degrees at foreign universities. At the same time, they have gone for the purpose of pursuing certain distinct, specialized studies and not intending to make a degree. And in the third place, they have gone for what might be called the general humanizing effect of contact with the associations of the academic halls of the great universities abroad.

I should say, Mr. Chairman, that the details governing the first purpose, so far as they apply to the recognition of American universities by English universities, and the granting of degrees thereby, are pretty well cared for in the general plan which we trust the distinguished visitors will unfold to us and explain. The other matter, the desire to pursue certain courses and not make a degree, is, in the opinion of some of us, likely to be the largest element in the migration of American students to British universities, coupled, as of course it will be, with the third motive, of getting in touch with a different civilization and social life for the sake of the general humanizing effect of such
The article under discussion focuses on the topic of economic sanctions.

In recent years, economic sanctions have been used as a tool to impose political pressure on countries around the world. These sanctions are typically implemented by governments or international organizations and can take various forms, such as trade restrictions, financial penalties, or restrictions on technology transfers.

Economic sanctions are often justified as a means to achieve specific policy objectives, such as promoting human rights, dismantling regimes, or enforcing international law. However, their effectiveness and ethical implications are subject to debate.

Some argue that economic sanctions can be effective in achieving their intended goals, particularly when targeted at specific sectors of the economy. Others contend that such measures can have unintended consequences, such as harming civilians and legitimizing the targeted regime.

The implementation of economic sanctions also raises questions about the role of international law and the responsibility of states to respect sovereign integrity. The UN Charter, for instance, prohibits the use of force in international relations, except in self-defense or with the authorization of the Security Council.

In conclusion, economic sanctions remain a contentious issue in international relations, with ongoing debates about their efficacy, unintended consequences, and adherence to international norms.

References:
- United Nations Charter
- International Law Commission
- World Trade Organization
experience.

I fancy that these latter provisions will be more difficult to meet than the first. The building up of a distinct curriculum in which the end shall be a degree, is not so very difficult an undertaking. But the offering of opportunities for special research, which is to be co-ordinated with and made a part of the course which they are taking in American universities is something which will require undoubtedly a very considerable amount of adjustment. There is the adjustment, for instance, of the matter of length of courses, of the prerequisites for certain specific courses, there is the difficulty which comes in all kinds of waste of energy between the two sets of universities. I am inclined to think there will be a considerable number of students, if the proper arrangements could be made, who would be ready to take one year abroad toward a doctor's degree, and that number will be vastly larger than the number who would undertake to work for a doctor's degree completely in the universities of Britain. There will be many, also, who are not interested in laboratory research, but who are interested primarily in the more human and less technical aspects of life. I cannot help feeling that in that larger field there will be one of the great services the British universities will be in a position to render, both to those who study for a degree there, and those who wish to relate special courses there to a degree taken in the United States.

Dr. Angell: Dr. Shipley, if you and your colleagues will be quite informal in commenting on these topics, as may seem to you good, we shall appreciate it.

Dr. Shipley: I don't want to speak myself on No. 1, except to say that, so far as we are concerned, we have opened our doors. They are not closed to you in the way you may think they are. We have made provisions which I am sure will be welcome to you, and in the work leading to a degree in two years we are prepared to recognize work of one year done in another university. Therefore, work of at least one year, done
in a recognised university will count, and only one year with us is necessary to lead to a degree.

I want to widen No. 2 just a little. I quite agree that we must exchange books and publications of all kinds. Speaking as a zoologist, I want to exchange specimens. That may not mean much to you, but it means a great deal to the laboratories. We can send you things of no value to us, but of great value to Chicago, and you can do the same. And possibly we could extend it to other things, because it is of the utmost importance that we do not allow the German trade in mathematical models and such things to pass into the hands of the Japanese, and that is what is happening. We are not producing in Great Britain much of the material we want. We have not even begun yet, and I understand the Japanese have. I think there is some sort of collusion between those two countries to replace what in future we cannot get from the Germans. I want also to exchange editorials with the papers, but that, of course, is not an academic matter.

I don't think I will say anything about No. 3, although it is very much in my heart.

In regard to exchange professors, I think that will more or less settle itself. I think most universities will say: "We would like to have a course in such-and-such a subject," and will look around and do as they have done in the past and arrange for the exchange of professors.

In regard to the University Commission, I think that that must be international. Our mission is a broad one; it is not parochial. We want to bring people together, and we want to do it through the youth, because it is the youth who count, and I think we must not forget our allies. And here I will say something I should say under No. 6. If we do anything to educate these young officers—and we are doing it—we must not forget the universities of Italy and France, which have a great deal to teach us. I want to take the widest possible view of
these things, because if we Allies can keep together in peace, as we have in war, there will be no more war.

We hope to establish in England an office which will be able to grapple with the voluminous literature that the universities shower upon us. We are traveling through this continent on a roving commission, and we can be traced by the piles of literature we are compelled by the shortage of labor to leave behind us.

Finally, I want to say two or three words, because I am extraordinarily anxious to do something about the demobilization. Already we are receiving, in England, a considerable number of gentlemen whom we used to call colonials, but we now use the longer expression -- from His Majesty's Dominions Beyond the Seas -- but it means the same thing. We have a number of them already studying with us. We have prepared a number of short courses for officers, and we are prepared to give some sort of certificate after a term or two terms in residence, signed by the instructor. I might remark that professors are comparatively rare in England. Most teaching is done by men who have not that title. I think there are only about forty-five in my university. The certificates will be signed by some accredited teachers, which we hope American universities will recognize toward degrees.

We want to get hold of these boys. Peace has not come yet, in spite of the evening papers, but you won't want so many of your officers in France as you have got now. Let them come to some one of our universities for a few months or perhaps years. The tragedy of these boys' lives, because I know it and have lived among them, is that they have lost their education. Many of them didn't know what education was, and they told me that was what they felt most in this war. So I do earnestly hope, as I told the war office people in Washington, some provision will be offered for your young men to come, whenever they can, to all the universities of the Allies, to get the education they seek, and I want them to go to the place where the man is whom they want to work under, because the man is more important than the place.
to make sure that people have a chance to share their thoughts and feelings on the topic.

Next, I want to talk about the role of technology in fostering communication and collaboration. Through the use of digital tools and platforms, we can connect with people from all around the world, exchanging ideas and knowledge in real-time. This not only expands our network but also broadens our perspectives.

Moreover, technology has revolutionized the way we teach and learn. Online platforms offer a wealth of resources and opportunities for students to explore at their own pace. It allows for more personalized learning experiences, catering to the diverse needs of each individual. Teachers can also use technology to enhance their teaching methods, making lessons more interactive and engaging.

In conclusion, I believe that communication and collaboration are essential for personal and professional growth. By utilizing technology, we can make the process more efficient and effective, fostering a more connected and knowledgeable society. So let's embrace these tools and continue to evolve as a community of learners and communicators.
Dr. Angell: Are there any other comments anyone wishes to make?

Prof. Breasted: In regard to the exchange of specimens, may I ask whether the laws of the national museums are such that nothing can be alienated? I know it is so in the case of the British Museum.

Dr. Shipley: They can't exchange a specimen which has been catalogued, but if you want a few specimens very much and you know the curator, there should be no trouble. We suffer a great deal of legislation which is quite out of date.

Dr. Joly: In reference to No. 1 and in reference to No. 2. Fellowships are referred to here. I understand that your ideal fellowship is a means of enabling a senior student to pass from one country to another. Personally speaking, I think it would be much better if we could induce undergraduate students to take one of their concluding years in the other country, than to influence older students, because my own recollection of undergraduate days is that I made far more friendships as an undergraduate than I ever did as an assistant teacher. I passed many years of my life as an assistant teacher, and there was always a kind of aloofness between me and my students. And I think it applies to all, much as we should like to know them. So I would prefer, if I could, to bring about an interchange of junior students; I don't mean in your freshman and sophomore years, but your junior and senior years. I think it would be better, it would be more efficient to get men of those standards to come over. Therefore, I should like to see fellowships—we in England call them exhibitions or scholarships, which mean something less exalted than a fellowship— I should like to see something of that kind established, as I think it would do more good.

In connection with that, the question arises, under No. 2, Can you co-ordinate your courses in the British and American universities? Can you co-ordinate your courses in the two countries so that a boy could be sent from, say, Trinity College, Dublin, to the University of Chicago, and we would be sure, in Dublin, that his studies were carried on along the
same lines they had been in Dublin? There is no use in sending a boy over and dislocating his university work for a year, in order that he should obtain other benefits. He would return and would probably fail in his examinations when he got back, and nothing would be gained. He would be put back in his university career. So I think it is important that there should be some kind of co-ordination—which is the word used here—in the courses of the American universities and British universities.

Talking of Trinity College and the other universities in Ireland, I may say that in the senior years the courses are generally elective, just as I learned this morning your courses are here. That is to say, the student elects to take whatever he likes, as long as he confines his work to certain groups of studies, so as not to be jack of all trades and master of none. A boy in Trinity College, Dublin, might be studying experimental sciences in his first two years. He would come over here and be placed in some class among your boys, and his education would be carried on just as it was in Dublin. I think that might be possible, and I would like to hear from the members of this university as to whether there is any insuperable difficulty in taking a boy from one university to another and arranging the instruction so that he would be taught as he would have been in his own university.

That, I think, would be most desirable, and I am inclined to think there would be no practical difficulty in carrying it out. And if it were done, I would suggest, as I have suggested elsewhere, that the proper way of raising money would be to establish memorial fellowships or exhibitions. There are many who have lost relatives in this war and who would gladly do anything they could to render the war of use to others in this way. What we are here for to-day is to try to make the results of this war such that Americans will benefit forever after. That is to say, that we will secure an enduring peace through the friendships between the various branches of the Anglo-Saxon race.
I wish you all at the Zenith have the courage to continue your enterprise.

Just as I founded the Zenith, now, once and for all, we shall confront the current situation, not in the same manner as before, and instead of continuing the work of extending knowledge of subjects, as we did in the past, we shall focus on the essential and meaningful aspects.

If I were to ask any member of your staff for their opinion about the situation, and they answered, "There is a problem," I think that was the correct answer.

As I mentioned earlier, I want to address the issue of the decision to merge with another university as an essential step in maintaining the university's identity and integrity.

I believe it is important to maintain the university's identity and integrity, and I think that we should consider the option of merging with another university.

I am writing to express my concern about the current situation and to urge you to consider the option of merging with another university.

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That is, after all, the end of our mission here. In England the public has taken up that idea, and we could best conduce to carrying it into effect by establishing fellowships in memory of dead relatives; fellowships which would enable young men to pass from England to America, and America to England. I think it would be practicable, and that is the thought I would like to contribute to this discussion.

Just one more word, under the head of No. 3, provision for distinctly advanced research. I want to point out that in some of our universities at home, we can provide material for research which would surely be attractive to American students. In Dublin, there is a field for Celtic and Welsh philology, which I think is unequaled by any other place in the world. Everything would be placed at your disposal. Our libraries are full of Celtic literature which has never been explored. This and the vast stores of Celtic literature in the Royal Irish Academy, would all be at the disposal of your students.

Dr. Walker: On No. 1 and No. 6, I have a few words to say; chiefly on No. 1. I hope I shall be absolved of any desire to speak of my own university. I simply want to say that the conditions for the exchange of students differ in different universities. Therefore, I think it will conduce to the discussion if I confine myself to things I know. But I want you to know that Oxford is not the only university which has instituted the new degree. It has been instituted in some of the northern universities as well. What I would like to point out, in the first place, is this, that what we have done at Oxford— and we did it a year and a half ago— was not merely to institute a new degree to be given under certain conditions. We have done that, but we have done something much more important. We have placed on an entirely new footing the whole organization of research work, — the whole system of research work in the university. I would not for a moment wish it to be understood that opportunities for research did not exist before. What I mean is this: the whole system is now properly co-ordinated, properly organized,