and a small committee has been appointed whose function it is to co-operate with the various faculties in the university for this very purpose.

Now, when the war is over, a program of studies will be issued. The American student who thinks of coming to Oxford and wishes to know whether a particular professor is lecturing during the current year, and what he is giving, what facilities exist, the facilities of teaching, of supervision, of libraries, to whom he should apply to secure admission, etc., will find all that put into a form which can be mastered by an intelligent student in half an hour.

This organization of research work means that the younger students are going to devote a great deal more time and energy to a particular form of work. With regard to the degree of doctor of philosophy, it is a three years' course normally, but the American student who produces evidence that he has done a year's work at an American university, will be excused one year; and in any case, although the period is between two and three years, one of those three years can be spent elsewhere. He can spend that in London or Paris or elsewhere. The only two conditions required are that he has graduated at an approved American university, and shall produce satisfactory evidence from the professor under whom he studied that he is properly qualified for the work.

There is one class of students from America likely to avail themselves of this course, and that is, the Rhodes scholarship men, because they will have ample time to take this three years' course. But, of course, we have always believed that in the majority of cases students coming to Oxford for research work will not come for two years or three years. They will not wish to take our degree, but the degree of their own university. What we have contemplated is that there might be certain students who might wish to come for one year. Now, I don't think it will be likely that there will ever be a very large number of American students who will come to an English university with a view to
taking a degree of doctor of philosophy, or doctor of laws, or whatever it may be called, because I take it the standard of the degree is going to be a very high one.

What is expected is research work, and research work of a high order. It is most decidedly not going to be a cheap degree. You have to consider not how many students there are from America who could attain that standard, but how many students there are from America who can afford to come to English universities for two or three years. We have purposely constructed our system in such a way that the student who wishes to come for one year will get good advantage. He will get a certificate from the university that he attended for one year and attained a certain standard, and we are hopeful that that certificate may be accepted by the American universities as the equivalent to a year's graduate work at home.

It seems to me there must be a large number of American students who might wish to come to a British university for one year. Take, for instance, a student who is studying English literature in a graduate school here. He might wish to come to an English university for a year, in order that he might know England and get to understand the background of English literature, or get in touch with the books on the subject, or study some particular feature. And that applies to a number of subjects. It is part of our business to consider the facts in this question, and not merely indulge in optimistic views, if our object is to bring together students from the two countries. I think there are likely to be, after the war, a very considerable number of English students who will wish to come to American universities, but I think it reasonable to suppose that the number who wish to come to American universities for a year will be much larger than those who wish to come for three years. It will apply both ways. Therefore, if there is
It was necessary for me to remain in the garden for some time before I could make up my mind what to do. I then decided to return to the house and gather some material for my next lecture. I brought along a notebook and some paper, and began to write down my thoughts on the subject. I also decided to make some drawings to help illustrate my points.

As I worked on my lecture, I thought about the importance of the topic I was about to discuss. I realized that it was not only important for the students, but also for the general public. I was determined to make my lecture as clear and as informative as possible.

I began by introducing the topic and setting the stage. I then proceeded to discuss the various aspects of the subject, making sure to provide plenty of examples and illustrations to help my audience understand the concepts. I also made a conscious effort to keep my tone and delivery engaging and interesting.

Finally, I concluded my lecture with a summary of the key points and a few final words of encouragement. I felt satisfied with the outcome of my lecture, and I was looking forward to the feedback I would receive from the students.

Overall, I was pleased with the way the lecture turned out. I had worked hard to prepare it, and I believed that it would be both informative and enjoyable for the students. I was looking forward to the next lecture, and I knew that I would continue to work hard to make my lectures as effective and informative as possible.
to be any considerable exchange of students, we must not limit ourselves to those who come either to England or to America to take the doctor's degree. They will be a small percentage of the total number who will come. But what I should wish you more clearly to understand is that that has been taken into account in our new system. All we have done to organize research will be at the command of the student who comes for one year as much as the student who comes for three, and the student who comes for one year will get recognition, different in kind from the one who comes for three years, but recognition, and I hope our certificate will be honored by your universities.

In regard to No. 6. I think it must be evident to everybody that nothing can be more important than that our students and yours who, during the war have fought side by side—and in many regiments they have been actually fighting side by side—and those who have, shared together all that this war means, should, after demobilization, share the students' life in common. And I assure you that in English universities every possible opportunity will be given to American students who, after demobilization, wish to come to an English university. In the case of my own university, an American student who had passed three years in an American university and served a year in the American army, if he could come to Oxford and enter for a year, would find himself qualified for a degree.

Professor Small: It seems to me what Dr. Walker has said should be supplemented by one point which has come within my own observation, relative to the small number of men who could be expected to go to Europe—England especially—for a doctor's degree. It has been distinctly recognized in this country that since the founding of Johns Hopkins University in '76, the value of a degree of doctor of philosophy to an American student has fallen relatively very rapidly, and within fifteen years I think it has become the general judgment
to go and consider the evidence of whatever we have to produce or to prove to the jury. I would suggest that if we proceed with the examination of Mr. Smith, we should do so in a way that is fair and just to both parties involved. It is crucial that we handle this matter with care and consideration.

I would like to add that, although I am not a legal expert, I believe that the principles of justice and fairness are paramount in any legal proceeding. It is important that we ensure that all parties involved are treated equally and with respect.

In terms of the evidence, I would suggest that we proceed with caution and with a clear understanding of the strengths and weaknesses of our case. It is important that we present our evidence in a way that is clear and concise, and that we avoid unnecessary or confusing language.

I would also like to mention that, despite the challenges we face, I am confident that, with the proper approach and with the support of everyone involved, we can overcome any obstacles we may encounter and emerge victorious.

In conclusion, I would like to express my gratitude for the opportunity to address the court today. I am committed to ensuring that justice is served, and I am confident that, with the proper approach, we can achieve this goal.

Thank you.
of men in departments with which I am particularly acquainted—arts and literature—that the possession of a doctor's degree from a European university, which has previously meant a German university, has not been of itself an advantage. The American student who goes abroad and takes a degree of doctor of philosophy expects to teach. The modus operandi of getting a place to teach is, in a word, the President of the institution which has to fill a vacancy, applies to some man whom he knows or whom some member of his faculty knows, in some university conferring the degree, to find out not merely the academic qualities of the candidate, but the personal equation also, and it has come to be a fact that our American colleges will hardly accept a man as an instructor on the basis of a Ph.D. degree, but there must be a sponsor who can give testimony by which the personal value can be equated.

So, while we must be impressed by the liberality, the hospitality of these plans, they seem to be likely to appeal to us in the particular that Dr. Walker has emphasized, namely, the opportunity to take one year of that hospitality, or at the most two, but the undesirability, unless circumstances change very greatly, of taking three years abroad, for the doctor's degree.

Miss Spurgeon: I understand you have a very large number of women in this university, and their problems are slightly different. In the first place, as Dr. Joly has emphasized, young men in their third and fourth years especially might come with advantage to a United States university, I think. As regards women, I think my colleague and myself have come to the conclusion generally agreed to by women teachers in the States, that for women it would be very much better for the exchange to take place in their graduate work. We think that then they would be better fitted to take advantage of the exchange and benefit in many ways, and we would like to see every facility provided
for that exchange for women.

In regard to No.1, the motives controlling the migration of American students. That has already been dealt with by several of the speakers. Dr. Walker took advantage of the illustration I had in mind. If you are studying English literature, you will naturally benefit from studying its background and its home—England. Take an American woman student, for instance, who is studying English literature. One can see at once what an immense advantage it would be to come over to a university such as that in which I teach—London—and study under a professor of such worldwide fame as Professor Kerr.

There is a difficulty, and perhaps a special difficulty, with regard to women, which is raised under No.8—provision for distinctly advanced research. These graduate students come. The exchange takes place on two sides. If it is to be in any numbers and is to take place regularly and easily, there must be a substantial backing of finance. We must have a system of scholarships, and that is one of the problems we must devote ourselves to. In England it is a real problem. Many women students, and men too, could not afford out of their own incomes to make the journey and provide their living at their own expense. I think American students think less of the journey to England than we do that to the United States, because they are becoming more accustomed to it. But we would like to see the flow becoming larger. I hope we may get help, both from the State and from private endowment.

With regard to the exchange professorships, that I think is very important. You have had it in connection with France and Germany, and we would like to have it established in connection with England. It has never been the practice, or very rarely—I know of only one such case—to have an exchange of women professors. That I am sure we would welcome, and also we would like to see an
exchange of junior teachers as well as of senior teachers. Here again, it is a question of finance, whereby the college concerned could pay the junior teacher's salary and possibly also the cost of the journey, for a year's residence in another university. The idea would be not to replace another teacher on the system of exchange, but to come as an additional member of the faculty, to learn and assimilate the lift of the college and to give lectures on the subject he or she is a specialist in. We think, some of us, that that would be a very great advantage on both sides.

With regard to the opportunities and the openings for women—the degrees that are open to women in England—it practically amounts to this, that in all the provincial universities the Ph.D. degree is, or is about to be, thrown open to women, and I think in London it will very soon follow that a woman will be able to come over and work for her Ph.D.

Dr. Angell: There has been a good deal of comment on Nos. 2 and 3. Perhaps if Mr. Burton would present some of the points the Senate discussed the other day, it would be of interest.

Mr. Burton: I feel justified in speaking on this topic for two reasons. Although I have been in England several times, it is a number of years since I have been there. Possibly what I may say may seem to be in the nature of criticism, which I would rather not offer. We on this side recognize very fully how very rich the collections of Great Britain are, both in the matter of libraries and of scientific material, and most of our universities do not hope in the very near future to equal these collections in richness and value. But we have an impression that possibly these collections have not been made quite as easily accessible to the ordinary student—-I mean by that the candidate for the doctor's degree— as would be desirable if there is to be such a migration of American students to English universities.
I remember some years ago an incident which could not happen, of course, in Great Britain. It illustrates the extreme difference between the continental university and American universities in one small matter. Applying to the library for a certain book, I was told that I might leave my application for the book to-day and would get the book to-morrow. Now, here in this university the order is that a book shall be delivered within five minutes of the time called for. That is a very trifling matter, and yet if a student is diligently at work on a problem and needs a book, it is often a very serious thing to have to wait twenty-four hours.

We have the impression also, and it is merely an impression, that it would be advantageous if more students could be given access to the shelves,—not only allowed to consult the catalogue but allowed to see the whole collection of books on the subject. I know there are disadvantages. I constantly meet them. We do admit a limited number of students to have access to the shelves, and some books are displaced, and there is delay, but it is our belief that the advantages of consulting the books as they stand on the shelves and learning of books one did not know of before, are advantages worth paying a price for.

Then we have the impression it would be desirable that one studying in a given university city should be able as far as possible to get access to the whole resources of that city without having to visit all the libraries; for instance, in Oxford, to go to one central point and learn the possessions of all the university libraries. That is a matter of very great economy of time, and so of advantage to the student. And not only so, but it would be an advantage if it were possible for the student in some way to be able to obtain books for study which are not in that university at all.

A student in this university—and it would be true of any other
I remember once having a hot potato which surely got hot.

In some cases, to get a profit, it is necessary to wait until the weather is mild.

I was never so happy as when I found out how to make a potato bread without any trouble.

But if you want to know how to make a potato bread without any trouble, you must start by finding a potato and then follow these steps:

1. Peel the potato, wash it, and cut it into small pieces.
2. Mix the potato pieces with flour and water to form a dough.
3. Knead the dough until it is smooth.
4. Let it rise for a period of time, depending on the weather.
5. Shape the dough into a loaf and bake it in a warm oven until it is golden brown.

And voila! You have a delicious potato bread that will surely get hot if you don't take care of it.
American university--can, of course, make use of any book of any library of the university or any university library elsewhere, only in the latter case it takes a little longer. We are constantly receiving for our own investigations books from Harvard and sending books to Harvard, and we wonder if it is impossible to think that some such system might be evolved for exchanging books with English universities.

Now, in regard to a subject about which I think I know very little except through my colleagues. In London, how possible is it for an American student in England for only a year to ascertain what are the resources of that great city in the matter of libraries, or in the matter of scientific material? Are the doors opened to him, and how are those doors opened that he may obtain information? Again, is it too much to think that some day there will be a clearing house or central bureau in which one could ascertain in a general way what is to be secured in all the libraries and universities? I do not mean to say there should be a complete catalogue, but that there should be a complete list of museums and libraries, the extent of the collections and the specific value of them, and, so far as printed catalogues have been issued, that they should be there.

One wonders whether some day it might not be possible that there should be telephone connection by which one having learned where the richest collection in a particular field was, might ascertain by telephone whether a given book on that specialty was obtainable.

Perhaps these are trifling things, but they present themselves to us as means by which the American student who has not yet attained eminence, and therefore could not claim admission to these various collections on his personal reputation, and who comes to England for only a year, might speedily get in touch with the material and economize the very short time at his disposal.
I want to touch, also, for a moment, on the possibility of intercommunication of information about libraries, and the extension of it on an international scale. There are spots in this country where attempts are being made to assemble catalogues, not only of the collections of that university, but representing the collections of American universities in general. That is made possible by the use, of course, of a common cataloguing system, and of the use of the printed catalogue card. Many institutions are now printing their cards and sending them to other institutions. I raise the question whether the time will come when an American library will be able to obtain such information as to books added to your collections, or titles added to the catalogue, such information to be communicated to us, that we might add them to the general catalogue. And so there might possibly grow up in this country a central place, or possibly several central places of information regarding your great collections. On our side, at least, it would be of very great value.

These are merely suggestions of ways in which the collections of Great Britain, of such immense value to us, might be made more accessible to the American student who comes to England without a reputation which will open your doors, and who has only a limited time to spend in study.

Dr. Angell: Mr. Breasted, won't you speak briefly on this subject, as to what the members of the Senate had in mind regarding the interest of the more advanced student.

Mr. Breasted: The matter has been very well stated, indeed, better than I could state it now, in a letter which I had the privilege of sending to the Acting President, in response to his inquiry about the subjects to be discussed here. But I should like to suggest, in a few words, why it is necessary to have such measures as proposed under the third head here.
The thing I had in mind is the evidence of the fitness of the doctor's degree to accomplish what it would accomplish. It has become a commonplace with us, and our visitors know it, that our young doctors begin specializing so early that they have lost the opportunity to acquire breadth, such as the student so admirably acquires in British universities.

Now, over against that kind of disadvantage in the doctor's training, we have supposed that we were training at least well equipped teachers, and Dr. Small has just exploded that bomb, or at least produced evidence to show how far we fail in producing good teachers in turning out doctors.

But we at least had, as we thought, some ground of comfort in the conclusion that if we failed in giving our young doctors culture, or in turning out very good teachers, we have certainly turned out excellent investigators and research men. But I think that conclusion of ours very largely lacks basis. The experience of our department, and I believe it is the same in others, is that in too many cases the young men issuing with the doctor's hood from our university halls, go forth to assume in the first place the heavier expenses of family life. He begins to pay off the debts for borrowed money to carry on his undergraduate and graduate work. He begins to assume the burden of teaching. He lives in an atmosphere of hurry and anxiety. The atmosphere of quiet and meditation, the atmosphere that encourages truth and creates what Carlyle so well referred to as the divine curiosity in man, is slowly crushed out of his life. He is finally totally submerged in some provincial teaching post, and your embryo Galileo goes through a hopeless metamorphosis to to emerge as an inglorious Ichabod Crane.

Some of the natural sciences, of course, have been able to supply their young doctors with possessions in the humanities, but looking at
the whole group of doctors we have put forth, I am sure we have not
turned out the great group of research men who will carry the burden
of research for new truth in future as it ought to be carried, if
we developed our doctors' training, or the training that should
follow that of the doctor, a little further. We simply bring a man
to the point where he should know how to swim, and throw him out into
the water, and he is swept out of his depth and stays there, and
goes down.

What we need is an organization to care for the more brilliant
men who have made the doctor's degree, so that they shall not become
Ichabod Cranes. Of course, I know a large number of our doctors
deserve to be Ichabod Cranes, and do not deserve to be anything else.
We endeavor, by wise devices on the part of departmental heads, to
weed them out, but unfortunately it is not done. A great many men
who should never have been allowed to take a doctor's degree are
allowed to take it, whether through departmental pride, or what not.
But, over against that, there is a very large percentage of promising
men who go down after the doctor's degree has been conferred.

Therefore, what I had in mind was, as has been referred to by one
of the ladies,—the necessity for adequate support. After a brilliant
man has obtained his doctor's degree, give him a liberal fellowship,
an income four or five times that of an ordinary American graduate
fellowship, a fellowship on which he can marry if necessary, or go
abroad if necessary, and enjoy the advantages of all the collections
and libraries, about which there has been so much discussion this
afternoon, and also enjoy contact with the leading men of science
abroad, so that he can have that attitude toward research which is
so necessary for truth. Lord Kelvin used to dwell on that,—on the
necessity for a man living in an atmosphere for the desire for more
truth.

I have no doubt that such men as Lord Raleigh would not want to
Dear [Name],

I have received your email and am glad to hear from you. I am sorry to hear about the recent developments in your life. It is good to know that you are taking steps to address these challenges.

Regarding the request for a letter of recommendation, I am happy to help if I can. Please provide me with the necessary information and I will do my best to write a positive letter on your behalf.

Sincerely,
[Your Name]
be pestered by a lot of budding young scientists from America coming into their studies, but there are many men of science who, if a man came to Europe with the imprimatur of a recognized central bureau here, would be willing to grant such a selected research man interviews in which the whole line of research the young man was engaged in, and its relationship to other lines of study, might be taken up; and such a sympathetic interchange between an older man and a young man is enormously helpful to the younger man. I am bound to say, in reading the letters of some of the leading men of science, like Huxley, that the older man has profited also from the stimulus which the young man has brought into the study.

That brings in many important considerations, like the raising of the money and the machinery for the selection of the young men who are to be the future leaders of scholarship and research, and the provision of bureaus on both sides of the water, so that when the men arrive on the other side, the opportunities which they need and for which they have come, shall be put into their hands in the shortest possible time, and with the greatest possible effectiveness.

Prof. Stieglitz: As a matter of fact, during the last fifteen years, in my experience with American university men, they have been going to Europe mostly for post-doctorate material. Men have gone to Germany to a large extent after they had taken their doctor's degree in this country, and they have had opportunities to come into close relationships with the leading professors, who in fact invited them, and I want to raise the question whether the English plan would not provide for access to your great men. I know our men would enjoy the privilege of working under your great men. But the gates have not been open; it has been difficult to obtain access to such men.

A second matter is the question of technical schools, like schools for dyeing, etc. The French have excellent schools of that character, as has Germany, and they are exceedingly attractive to
be prepared to use or apply these principles from memory whenever necessary.

The principle of iteration is that by repeating a process or action, one can achieve more significant results. If you iterate over a process, you can improve it and make it more effective.

In the context of learning, iteration is a key principle. As you practice and revise your work, you will gain a deeper understanding of the material.

In conclusion, let's review the key points of the lesson so far:

1. The importance of iteration in learning.
2. The role of practice in improving skills.
3. The benefits of revising work.

Now, let's move on to the next section of the lesson.
American students who, after taking broad technical training, wish to specialize in a particular field. It is, in my judgment, this which holds the greater promise for future relationships between England and the United States. I hope that, in the British plans, facilities will be provided along these two lines.

Dr. Angell: I may have followed this discussion with a bias in my own mind, but I thought that the greatest interest was in the migration of American students eastward. I should like to hear from some of our guests a little about setting the tide in the other direction.

Sir Henry Miers: So far as the tide from England is concerned, I don't believe much myself that you will get undergraduate students coming from England to the States. I believe you will get a number of graduate students and those taking doctors' degrees. They will come either for experience which cannot be got at home, or for the opportunity of working under special teachers whose names attract them. In engineering and mining, economics and administration, they will get an experience they cannot get at home. I think advanced students of that kind will be likely to come here, and I think that any information which can be forthcoming on both sides should show what opportunities will be open to students.

At present there is no book for English visitors coming to America for post-graduate work, giving them information. Neither is there on our side any book which will give you information you may desire, and I hope one of the most profitable outcomes of this mission will be the provision of books on both sides of the water—handbooks giving such information.

I wish to point out that these new doctors' degrees have not been established for themselves alone, but there have been established new courses of advanced studies, not so much in the interest of our own institutions as of yours. The degree has not been created to
tempt students across, but merely as the symbol of the new courses of study which have been instituted.

We already have in some of our universities provisions for students to go away to foreign universities and come back and conclude their own home course. Those opportunities have been made use of to as great an extent as was expected, but I think that if information can be provided on both sides, of the postgraduate facilities available, you will get from our side number of teachers and advanced students coming over here.

I think it would be extremely important on both sides if we could get a list of the existing possibilities in American universities, in the way of fellowships which might now be used by English students and vice-versa. I hope the result will be ultimately that means will be provided to furnish this information, but I hope if such a bureau is established it will not take the American students and apportion them to the different universities, but merely give them all possible information regarding the different universities. I think that anything in the way of more and more information being made available will tend to increase the flow of students.

Dr. Angell: If we can hear from other of our guests on this particular matter, I think it would be interesting to know whether financial arrangements could be made, of the scholarship or fellowship kind, to stimulate the flow of students. As Sir Henry Miers said, the group which would be interested in coming would doubtless be somewhat small, but I am not sure whether it would be effective to start financial inducements on our part. What would your judgment be about that, whether it is an essential part of the plan either that the universities should establish such funds or that public aid should be given. What has been suggested is the necessity of more lubrication of a financial character.
Sir Henry Miers: I think it is very important that funds should be established. We have the Rhodes fund, and I should wish there might be some such fund to bring English students to America.

Dr. Angell: The migration of American students to Germany, which at one time took considerable proportion, was for the most part without financial stimulation. There were a few traveling fellowships, but, on the whole, it was on the individual initiative, because it was felt that opportunities would be greater for a German doctor. Of course, conditions have altered now. I am wondering whether publicity would be best,—whether there would be any use of starting it.

Miss Sidgwick: I think that for the majority of women in English universities, it would be impossible to come such a distance without financial stimulation. Someone was suggesting just now the different kinds of exchange. In our secondary schools it was found that for a teacher to spend a year, say in Chicago, even though her salary was paid, would mean she would have to sacrifice a year's salary to pay her way, setting aside the question of living. I think that, until women's salaries are raised very considerably in England, it would be impossible. I hope there may be eventually a central fund available for that purpose.

Dr. Shipley: We might ask ourselves, how many of the Rhodes scholars would have come to study in England if there had been no Rhodes scholarships. I don't think that we could possibly expect men to come over without some substantial help. I am very hopeful, however, of someone providing money. I think there will also be established this central office. I believe the students ought at least to be allowed passage money. I think we should try to raise funds, and I would like to be able to go around and see some of my wealthy and big business friends, and see if anything can be done.

Peninsular

Dr. Angell: I would like to know what Dr. Shorey's opinion is. He is
our great exchanger.

Prof. Shorey: My impression is that while there is a generally cordial attitude in regard to exchange of professors between English and American universities, there is no great interest in the class. I myself can see that the exchange professorship belongs to that group of things illustrated by the epigram,—I am not fishing for fish; I am fishing for fun. The by-product of fish in this instance is the by-product of friendly intercourse.

The Anglo-Saxon or English speaking races have this fundamental trait in common, they are good sportmen and can play the game, without this painful obsession of gain. That was, I fear, the chief cause of the partial failure of the German-American exchange. Our German friends—although perhaps that is an unfair thing to say—the authorities in Berlin, were constantly fishing for fish. In their psychological naivete they assumed we belonged to the widespread family of the Kaisers. Now, there would not be that difficulty in an Anglo-American exchange. I don't attach any great difficulties to minor details, as the result of my experience. The main practical point, that I would suggest, is that we should always bear in mind two distinct kinds of service and action on the part of exchange professors. If he was a clever after-dinner speaker and a popular lecturer and a good mixer, as we call them, such a man might become a sort of ambassador to literary and cultured circles. If he was only an eminent or competent specialist in his own particular domain, he would probably serve best by slipping into his unobtrusive niche and teaching a regular course in the ordinary work of the university to which he was assigned.

But I think it would be well to keep in mind these two kinds of service, and to anticipate in advance the kind of service an individual would be expected to render, and not make anyone uncomfortable because he could not render both services.

Now, I don't know what American science and scholarship
could offer to England. One would have to leave that to the courtesy and definition of our English friends. But back in 1911 I could point out the detriments to American scholars from contact with Germany. There is the detachment from your own environment and also the contact with the culture of a foreign country, and there is the loss by contact during a number of years with a foreign and more or less unfamiliar language like German; that would be absent in the case of England.

Our great trouble has been the divorce of our scholarship from our culture. Greater association with the British universities would help to unite those things. But after all, as has been suggested by the first speaker, the main object of an exchange professorship is that which transcends all other considerations,—the sacred cause of Anglo-Saxon unity and friendship, on which I am sure you all are agreed depends the leadership of peace and good-will among mankind.

Sir Henry Jones: I thank you for that thought. By means of our universities we want to bring the minds and the purposes of our two people together. I think if we keep that before our minds with the same earnestness that we keep in mind the things that pertain to our own industrial and mercantile success—making money, to be plain—we should find that the obstacles in the way of interchange could easily be remedied.

The friendships of a young man’s student days are priceless. Old men who have been students, meeting in old age, shake hands with a warmth that is quite unusual. The road is open, speaking generally, to all the universities in Great Britain for your students, whether they want to take a degree or not. You have only to look at our calendars to find that that is the case, and no doubt your own universities are just as open to our students. We must find out about one another.

Then again, we question whether money will be necessary or not. Do you know anything that will go without money? Of course, it is self-evident that help should be necessary to students on both sides, and it is
equally evident that if we university men and women are equally resolute in doing all we can to bind the two races together, we shall go about it to see that money is got.

It seems to me that the greatest thing in the world is the influence exercised by the universities. If I could form the soul of the universities, I think it would not take long to form the soul of the nation. We need an instructed citizenship. No matter whether it is better libraries, or how to find some new book, the important thing is the spirit of loyalty to great ideals. We have left to the care of accidents the fostering of the spirit of citizenship to bind the two peoples together. What a help to our university men it has been to have known the greatness of the citizenship of England, how generation after generation have given their wealth of endeavor for the nation, and what we owe to the past. And our dead in this war, in which you have been fighting our battle of liberty as well as your own, will bind us more closely together.

I didn't want to speak this afternoon, because I knew I would speak too long. But I know that we will study nothing with greater interest than the great social forces which will join our two peoples together, and I do believe that if these two splendid peoples stand together, we shall not hear much more of the miseries that are burdening thousands of homes to-day. And if we shall keep the purposes of this mission in our view at all times, we shall have the money needed to carry them out, and the difficulties will be overcome.

Dr. Angell: We have several other topics on our program for the afternoon, but it has become now to five o'clock, and I am sure we will continue them to better advantage if we go below and have a cup of tea.

The party thereupon passed to the floor below, where refreshments were served and the discussion continued in informal conversation.
My dear Doctor Angell:—

As you doubtless know, the annual meeting of the National Association of State Universities will occur in Chicago, the eleventh and twelfth of November. By your courtesy the British Commission will meet with us on Tuesday afternoon and on the preceding evening, Monday, November eleventh, at seven o'clock, we shall hold our annual Association dinner at the Hotel Sherman. This is our cordial invitation to you to be present and to speak to us in behalf of the city and University of Chicago. Trusting you will honor us with your acceptance of this invitation, I am

Cordially yours,

Doctor James R. Angell, Acting President
The University of Chicago,
Chicago,
Ill.
President H. F. Judson
University of Chicago
Chicago, Ill.

Dear Sir:

I write to inform you that the Executive Committee of this Association has reconsidered the decision reached last spring not to hold a meeting of the Association this year. In view of the visit to this country of the British Educational Mission, which comprises seven representatives of British universities, the Association, at the request of the American Council on Education, has arranged for holding the annual meeting of the Association with Harvard University at Cambridge on Dec. 4th and 5th. Representatives of the British universities are expected to be present and to participate in this meeting. It was thought wise to fix the time of the meeting at the conclusion of the two months visit of the British Mission to the various universities and colleges of the country.

Inasmuch as the chief object of the Mission in visiting this country is to promote a closer relationship between the British and American universities and colleges, it has been decided to extend the invitation to attend this meeting to a number of other universities and colleges, in addition to our own members, in order that the visitors may be given an opportunity to meet the representatives of American higher educational institutions and to discuss with them questions of mutual interest.

The following questions have been agreed upon for the topics for discussion at this meeting:

1. The Organization and International Relationship of the Universities and Colleges.
2. The Effect of the War on Education.
3. The Future Place of the Humanities in Education.

Arrangements have been made to hold a meeting with the British delegates at the Massachusetts Institute of Technology, Cambridge, on the two days following the meeting of our Association, for the purpose of discussing questions relating to technical education. This meeting is to be held under the auspices of the Society for the Promotion of Engineering Education.

This preliminary information is being sent out at this time in order that you may be advised of the arrangements which have been made. The full program and other details will be sent to you later.

Very cordially yours,

Herman V. Ames
For the University of Pennsylvania,
Secretary.
Dear Mr. Shorey:

Vice-President Angell desires me to notify you of your appointment as member of the Reception Committee for the British Universities Mission.

Yours very truly,

D. A. Re-D. (Secretary to the President

Mr. Paul Shorey.
McLaughlin
Salisbury
Judd

Chicago, October 22, 1918.

Dear Mr. Small:

Vice-President Angell desires me to notify you of your appointment as member of the Executive Committee for the British Universities Mission.

Yours very truly,

D. A. R. -D.
Secretary to the President

Mr. Albion W. Small.
CARLETON COLLEGE
NORTHFIELD, MINNESOTA

DONALD J. COWLING
PRESIDENT

Oct. 30, 1918.

Dr. James R. Angell, Acting President,
University of Chicago,
Chicago, Ill.

My dear Dr. Angell:

May I express again the hope that you will be able to arrange for a conference between the members of the British Educational Mission and such members of your faculty as you may select. I am quite sure that the members of the Mission will regard this as one of the most important features of their visit. Dr. Shipley indicated that they would like to have the opportunity wherever possible of visiting classes and listening to regular lectures or class discussions. He also said that they would be glad to have the privilege of looking at some of the work done by students, for example, papers handed in in connection with regular class work, answers to examination questions, etc. They are anxious to become intimately acquainted with the actual work being done by our colleges and universities on the side of teaching as well as research.

I was with the Mission during their stay in New York, Washington, Baltimore, and part of the time in Philadelphia. Nothing more could possibly have been done for them so far as casually meeting important people and sight-seeing were concerned; but several of them told me that they did not feel that they were coming in very close touch with our actual educational methods. Of course, there was very little opportunity for this at the points mentioned above. However, I am exceedingly anxious that their visit to Chicago shall be satisfactory to them from the point of view of their interest in the educational methods and organization of an American university.

With great esteem, I am

Ever sincerely yours,

[Signature]
CARLTON COLLEGE
NORTHFIELD, MINNESOTA

Oct. 30, 1939

Dear Mr. President:

I am writing to express my hope that my article on the

Russians in the United States will be published in The

Northfield Review. I am sure that it will be of interest
to many students and will provide a broad view of the

cultural and social life of the Russian community in the

United States.

Sincerely yours,

[Signature]

[Note: The text of the article is not visible in the provided image.]
Dean James B. Angell  
University of Chicago  
Chicago, Illinois  

My dear Dean Angell:  

Many thanks for your telegram stating where the British Mission will stay in Chicago. My particular desire was to know where the women would stay in order that I might have their laundry sent to them there. But inasmuch as you are undecided, I am venturing to send the laundry direct to the University Club, addressed to the British Educational Mission, and it can be taken from the Club to their hotel when that is decided. I have asked the Mission to address their letters in your care. From now on, I shall send them to the University Club.

The outline of the arrangements which you have made in Chicago as indicated by your letter to President McVey seem to me admirable. Dr. Cowling has explained to you, he tells me, why a little longer stay in Ann Arbor was necessary. As a matter of fact, the members of the Mission are getting very tired and keep pleading with me to give them a let-up whenever it can be arranged. Some of them are not in good health, and it would be a great misfortune if any break down. Their itinerary is really too rapid and there is necessarily too much in the way of speeches and receptions, but having had the experience yourself you will understand all this, and will, I am sure, safe-guard them from unnecessary engagements as much as possible. What they desire above all is quiet conferences with men of influence about international educational relations.

It looks to me at this distance as if you would have to cut out the trip to Great Lakes, but that is in your hands, as are all other local arrangements.

The ladies have decided that they cannot go beyond Chicago save for a day perhaps in Madison, and desire to return from Chicago here to New York direct, in order to study the women's educational institutions in the east more carefully. It is possible that I may that I may be able to stay long enough in Chicago to accompany them back.

I am sorry that I cannot be in Chicago at the beginning of their stay. Professor Aydelotte has taken my place and is
October 21, 1918

Dear James E. Angell,

University of Chicago

Chicago, Illinois

My dear Dean Angell:

Many thanks for your congratulatory message. My personal feeling was to hope that your message would make you feel that I have lived the wrong kind of life, but instead of that you are pleased with my career. I am happy to see that the University Club is to have a chance to speak. I am looking forward to seeing the fruits of your labors. I have been to the University Club of the Chicago Board of Trade and I have seen many of the people who will be speaking there. From now on, I shall send my papers to the University Club.

The outline of the biographical sketch which you have seen in Chicago is interesting to your readers. I have been told me to be admirable. It is comforting to know that the University is still a little longer stay in your honor. The great news was welcome. As a matter of fact, the committee of the University is not the only group of people who are interested in the University Club. I have been told that the President of the University Club is not the only group of people who are interested in the University Club. I have been told that the University Club is not the only group of people who are interested in the University Club. I have been told that the University Club is not the only group of people who are interested in the University Club.

If I were to do my part to create a flow, I would not be happy, as the other faculty members.

Without your constant encouragement, I would not be able to do anything.

The faculty have been and they cannot be Chicago at the beginning of the year. I must say that I cannot be Chicago at the beginning of the year.
Dean Angell-2

accompanying them all the way from Boston. Our Executive Secretary, Dr. Ryan, is looking out for all details of transportation and baggage and you can call on him in Chicago to execute any plans that you may make, and relieve you of all consideration of detail.

May I venture to suggest that you invite to some of the meetings in Chicago representatives of certain of the colleges round about? I should particularly like to have Dean Simonds and the President of Knox College meet the Mission.

With many thanks for the trouble you have taken with regard to the Mission, and with kind personal regards, I am

Sincerely yours,

[Signature]

WHS/A

The party will probably come in the Duke of
denizens private car all the way to Chicago.
If you want to reach them at Toronto, address Care Sir Robert Falconer or at Area
Action President Hutchinson.
with many thanks for the trouble you have taken with

regard to the mission, and with kind personal regards, I am

Sincerely yours,

[Signature]

[Handwritten note on the bottom of the page]
Chicago, November 5, 1918

Dear President James:

The plan to send the British Mission to you on Saturday, November ninth, has not been changed, and unless we receive telegraphic notification that the itinerary has been interrupted we shall expect to have them here with us on the eighth, passing them on to you for the next day.

We are told that they are very anxious to avoid large formal occasions, and eager to get into more intimate personal contact with men and measures inside American universities. We have set up our local program here distinctly on that cue. We are also told that they are becoming very much fatigued with the journey, and are desirous of being spared as far as possible in the matter of long hours. We have arranged to give them Sunday here wholly to themselves for rest and recuperation.
Dear President James:

The plan to send the Pittsburgh Mission to you on Saturday, November 20th, has not been approved by your committee. Therefore, we regret that the information we have received is not yet available.

We are pleased to have them here with us on the 20th, but they were not able to come for the next day.

We are hoping that they will arrive sooner to give us more information.

We have been very much interested in your program and the opportunities it offers. We are glad that you have asked us to present our American Philanthropist program. We have set up our local program, which we are looking forward to.

We appreciate very much the interest of your committee in the question of peace and the necessity of working for peace.

Sincerely yours,

[Signature]
Your judgment will be best as to whether they ought to return to Chicago Saturday night or come up Sunday morning. Mr. Walker must be here Sunday evening, and arrangements have been made to take such of the Commission as care to do so for automobile expeditions in and about Chicago Sunday afternoon. These trips are, however, wholly optional with the guests.

I am sorry that the days of the week did not fall out more felicitously for the visit to Chicago and Illinois, but, assuming the truth of the statement that the major interest of the Commission is in quiet personal conference with members of our faculties, the general impressions of the externals of our institutional life are perhaps less important. In this case the particular day of the week on which they come to us is evidently of less consequence.

Yours very truly,

J. R. A. - L.

President Edmund J. James
The University of Illinois
Urbana-Champaign, Illinois
Your judgment will be best as to whether they ought to
return to Chicago Saturday night or come up Sunday.
Saw you. You may be here Monday afternoon or
sooner. Mr. Warren has been made to take such of the
enquiries as can go on now to more formidable explanation.
These people are, however, wholly indifferent with the respect.

I am sorry that the day of the week and not fall is
not more particularly for the month of October and
Illinois, but negative the truth of the statement that
the mayor, president of the commission to import
conferences with members of our faculties, the Senate
important of the extraordinary or other intimately like
the case for the week on which they come to me to
attendance of those conferences.

Yours very truly,

J. W. A.