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LEAGUE OF NATIONS

COMMITTEE ON INTELLECTUAL CO-OPERATION

ENQUIRY

INTO THE

PRESENT POSITION OF INTELLECTUAL WORK

Second Series

INTELLECTUAL LIFE

in the

VARIOUS COUNTRIES

UNITED STATES OF AMERICA

COLLEGES AND UNIVERSITIES

By

Henri REVERDIN

Professor at the University of Geneva, Expert to the Committee.

IN COURSE OF PUBLICATION

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NOTE

The object of the Committee on Intellectual Co-operation in publishing this series of pamphlets is to call attention to the problems of organisation and intellectual assistance to which each subject gives rise. The Committee does not propose to treat these subjects exhaustively, but desires rather to bring them to the notice of the public and to provide an opportunity for further suggestions.

The authors alone are responsible for the opinions expressed.

COLLEGES AND UNIVERSITIES IN THE UNITED STATES

BY

HENRI REVERDIN

GENERAL REMARKS.

Education is not within the province of the Federal Government, and the United States have therefore no national educational system. In point of fact, there are 49 systems, corresponding to the 48 States and the District of Columbia. The reader will find at the end of this report a note on the work of the Education Office which was established by Congress in 1867.

Education is divided into four distinct stages—elementary, secondary, college education and university and professional, or "graduate" education. The term "college" therefore has a special meaning. The young men and women of America go to college at the age of 18 and generally remain there four years. Their work may be taken to be a mixture of secondary and higher studies, as those terms are understood in Europe. The first higher educational establishments founded in the United States were colleges, the oldest being Harvard (Massachusetts, 1636), William and Mary (Virginia, 1693) and Yale (Connecticut, 1701).

The colleges now in existence vary largely in size and importance. Some, which were originally religious foundations, are no longer denominational, while others have remained so. The latter are, however, open to all students. Such colleges are to be found principally in the South and in the Middle West.

Certain colleges are set apart exclusively for men, others for women, and yet others are mixed (co-educational). A list of 305 colleges shows 70 for men, 33 for women and 202 co-educational.

The total number of colleges is nearly 600; 130 of the best are united in the "Association of American Colleges".

Various names are given to the colleges, such as "Undergraduate Department", "School Department", "School of Arts and Sciences", "College of Letters", "College of Liberal Arts", etc. As a general rule, the universities took their rise from colleges and have developed around them. A few universities for scientific research have been established independently of colleges; such are Clark University at Worcester, Massachusetts, and Johns Hopkins University at Baltimore, Maryland, founded in 1876.

The university exists in conjunction with and above the college properly so-called, and its constituent parts vary in different cases.

The Graduate School of Arts and Sciences is the natural complement of the College of Arts and Sciences; it is open to graduates who wish to pursue higher and "disinterested" studies. This school is the corner-stone of the university, and is often called the Graduate Faculty or the Faculty of Philosophy.

In addition to the Graduate School there are scientific and professional schools of law, medicine, dentistry and other subjects. Here, again, the names vary, as we shall see further on.

Before enumerating all the higher educational establishments which are affiliated to universities, we will trace the development of Columbia University (New York City), from the

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information kindly given to us at Geneva by Mr. Edwin R. A. Seligman, one of its professors. We shall then deal with the University of Michigan, concerning which Mr. Frank Egleston Robbins, assistant to the President of the university, has been good enough to furnish us with details. From these two examples the reader will see that no two universities are completely alike.

As early as 1754, the city of New York had a "King's College", with departments of English, Greek, Latin, History, Mathematics, Natural Science, etc. During the course of the nineteenth century the following professional schools were established : The School of Medicine, with its departments of physiology, anatomy, etc.; the School of Law, which is not subdivided; the School of Applied Science, with the departments of mining engineering, electrical engineering and mechanical engineering. (In other universities the departments of mining, etc., are called schools.) Subsequently a Graduate School was founded at Columbia; a Faculty of Political Science was established in 1881; a Faculty of Philosophy, covering philosophy, languages, anthropology and psychology, in 1890; and a Faculty of Pure Science in 1892. In certain universities the three Faculties of Philosophy, Political Science and Pure Science form a Graduate School. Columbia also possesses a School of Pedagogy called the "Teachers' College", a School of Dentistry, a School or Faculty of Public Health, a School of Commerce, a School of Journalism and others.

The University of Michigan was established by the Act of the Legislature of Michigan dated March 18th, 1837, which was the year in which the State of Michigan was admitted to the Union. There had previously existed the beginning of a university in Detroit, but in 1837 the present university at Ann Arbor, Michigan, really took its start. The College of Literature, Science and Arts was the part of the university first established; next followed the Medical School in 1850; the Law School in 1859; the College of Dental Surgery in 1875; Homeopathic Medical School in 1875; College of Pharmacy in 1876; Colleges of Engineering and Architecture, formerly a department of the College of Literature, Science and Arts, in 1895; the Summer Session in 1900; the Graduate School in 1912; the School of Education in 1921.

The alphabetical list which follows will show the wide range of subjects which are studied at the universities. We find from prospectuses that schools, faculties or departments of the following subjects are attached to the universities : Administration, Foreign Relations, Agriculture, Tropical Agriculture, Arboriculture, Architecture, Astronomy, Chemistry, Commerce, Dentistry, Education, Engineering, Forestry, Hygiene, Journalism, Law, Letters, Library Economy, Mechanics, Medicine, Metallurgy, Mines, Military Science, Music, Nursing, Pharmacy, Philosophy, Psychology, Railways, Rhetoric, Science, Political Science, Social Science, Applied, Social Science, Secretarial Science, Theology, Veterinary Science, etc.

Of the 80 universities in the list which we have drawn up for the Committee on Intellectual Co-operation, 37 combine the Colleges or Faculties or Departments of Letters and Science. In a few others, Letters and Science are two separate faculties. In some universities Letters are the only subject, in others Science. Fifty-one universities teach law, 47 medicine, 23 pharmacy, 32 education, 21 agriculture, 13 commerce, 38 technical science, 17 dentistry and 16 theology. (There are also theological seminaries independent of the universities.)

FREE AND STATE UNIVERSITIES.

The universities are divided into two groups—Free and State universities.

1. *Free Universities*, which are private foundations, are often known as "endowed universities"; they are administered by a Board, which is usually called the Board of Trustees. They do not, as a rule, receive any Government grant, but in certain cases small grants are made to special schools, such as the School of Agriculture at Cornell. These universities are to be found,

for the most part, in the Eastern States. The chief of them are Harvard, at Cambridge, Massachusetts; Yale at Newhaven, Connecticut; the University of Pennsylvania at Philadelphia; Princeton in New Jersey; Columbia at New York City; Johns Hopkins at Baltimore; Cornell (founded in 1865 by Ezra Cornell, whose avowed object was "to create an institution at which any man could study any subject"); the Catholic University at Washington, D.C.; and Clark University at Worcester, Massachusetts, a centre of scientific research which has an affiliated College.

The most important endowed universities in the West are Chicago University and the Leland Stanford, Junr., University in California.

Many eminent Americans, among whom may be mentioned Dr. R. A. Millikan, the American member of the Committee on Intellectual Co-operation, date the definite establishment of scientific life in their country from the establishment of Johns Hopkins University in 1876. This university was intended from the outset to act as a Graduate School, a true school of higher studies, and it has given to the world men of such a high order of learning as Rowland, Remsen and Silvester.

2. *State Universities* are chiefly to be found in the West. Most of them owe their existence to the Morrill Act, passed by Congress in 1862, which gave certain States landed property, the income from which was to be devoted to improving the educational system. Agricultural and mechanical colleges were founded, and several State universities have grown up around such colleges. Their funds are provided by the State Governments; each one of them gives free teaching to the citizens of the State in which it is situated. They represent the democratic type. They originally confined themselves in the main to practical, and indeed utilitarian, education; but several of them, following the example of the great independent universities, now find room for a considerable amount of disinterested research.

The oldest university of this type is the University of Virginia. Mention may also be made of the universities of Michigan, at Ann Arbor; Wisconsin, at Madison; California, at Berkeley; Illinois, at Urbana; Minnesota, at Minneapolis; Ohio, at Columbus; Iowa, at Iowa City; Indiana, at Bloomington; Kansas, at Lawrence; and Utah, at Salt Lake City.

UNIVERSITY ASSOCIATIONS.

The universities are grouped in two large organisations.

1. *The Association of American Universities.* — Professor Stephen P. Duggan, Director of the Institute of International Education, to whom we are indebted for much valuable information, tells us that the Association of American Universities consists of about 25 of the most important and best-endowed universities of the country. It includes the finest of the privately endowed institutions as well as the best of the State universities.

2. *The National Association of State Universities* was founded at Denver (Colorado) in 1895; it includes the State universities, founded by the different commonwealths. Some of these are included in the Association of American universities; most are not, because they do not measure up to the standard of endowment and equipment of the others.

These two organisations hold annual meetings at which the various problems arising in the administration of the institutions are considered.

One may say that the universities have in recent years grown stronger. Their graduate departments, better manned, attract more students. The enrolment of graduate students in all universities was in 1916, 11,215; in 1920, it was upwards of 16,000.

We estimate that, of the 80 most important universities :

27 have less than 1,500 students;
37 have from 1,500 to 5,000; and
16 have more than 5,000 students.

We may put this more precisely by dividing the universities into four groups, when we find that :

43 have less than 2,000 students;
17 have from 2,000 to 4,000;
10 have from 4,000 to 6,000; and
10 have over 6,000 students.

The universities which attract the largest number of students are frequently those which have adopted an extensive system of evening classes and summer schools.

DEGREES.

Colleges of Liberal Arts and Sciences. — Admission to a standard American college is in general based on the completion of a four-year course in a secondary school.

There are three methods of admission :

(1) By certificate from an accredited high school (West and Middle-West);
(2) By an examination conducted by the college itself or by the College Entrance Examination Board (East);
(3) By passing a "psychological test"; this method was recently adopted by Columbia University. The physical condition is more and more being taken into consideration by college authorities.

The student who has achieved college work with success is awarded the A.B. or B.A. degree or the Sc.B. or the Ph.B. degree.

The Graduate School. — It admits as students only those who hold a Bachelor's degree from a college of recognised standing, and offers courses leading to the Master's degrees (A.M.; M.S.; M.Ped., etc.) and the Doctor's degrees (Ph.D.; Sc.D.).

Almost all the American graduate schools have been developed within the last generation. Nevertheless, the progress achieved by many of them has been, as M. Duggan writes, "unparalleled by any other university department".

The Master's degree is usually awarded to students who have pursued post-graduate studies for at least one academic year, devoted, as a rule, to not more than three studies, one of which, the major subject, receives the claims of the greater part of the student's time and interest. The requirements may include the writing of a thesis approved by the appropriate department.

The Doctor's degree is awarded to students who have pursued post-graduate courses for usually three years and who have satisfied their particular departments of their mastery of a special subject and of general acquaintance with the broader field of knowledge of which their subject forms a part. This mastery is demonstrated, not only by oral and written examination, but by a thesis or dissertation in addition, and embodying the results of original investigations and research on some topic previously approved by the professor in charge of the major subject. Some universities require the publication of the dissertation.

Some of the scientific and professional schools also confer Doctor's degrees.

PRESIDENT AND TRUSTEES.

Colleges and universities are governed by a President and a board known as the Board of Trustees (the term "Trustee" has a religious origin) or Board of Regents (generally in State universities).

The union of college and university teaching in a single institution and under a single executive body is one of the characteristics of higher education in the United States.

Until the last few years it could be said that in most universities the selection, appointment, promotion and dismissal of professors were in the hands of the President, from whose decision there was no appeal. Now, however, principally owing to the efforts of the American Association of University Professors, a few universities, including Princeton and Cornell, have professors on the Board of Trustees. In some cases these professors attend in a purely advisory capacity; in others they have a deliberative voice. Theoretically there can be no doubt that the President has the widest possible powers; but in actual fact those powers are somewhat restricted, at all events in the great universities. At Columbia, for instance, the budget is prepared by five or six professors (deans). It is then submitted to the President and Trustees, who may in theory reject it; in actual fact, however, they always accept the professors' proposals. Again, if a Chair is to be filled or refilled, the department selects one of the candidates and, in accordance with custom, submits its selection for the approval of a teaching committee of the Faculty concerned. The committee, if it confirms the selection, submits it in turn to the Budget Committee. The Budget Committee may reject it; otherwise the appointment will be proposed to the President and Trustees. Professor Seligman says that he has never heard of a case in which this, the highest authority, refused to appoint a professor whose name was submitted to it. At Columbia and several other universities the President cannot dismiss a professor without the consent of a committee consisting of a number of professors. This procedure is becoming customary in many colleges. It may be added that at the University of California the President's full powers are not legally recognised, and that at Yale a professor cannot be appointed except on the proposal of the Faculty concerned. For the last five or ten years the powers of the representatives of the professorial body have been steadily increased.

Though this is the actual position in the best institutions, it sometimes happens in universities of a lesser standing and in certain small colleges that presidents act autocratically.

The trustees are usually appointed for life; for the last ten years the old students (alumni) of certain universities have been entitled to appoint a third, a fourth or a fifth of the number of trustees for a period of five or six years. It is important to note that presidents are appointed for life; they are thus able to exercise a continuous, and often very valuable, influence over the development of the universities, and consequently over the intellectual life of the country, for the best institutions react by force of example on the rest. Mr. Charles W. Eliot—to name only one former president—exerted great influence over the development of science and education, not only in his own university of Harvard but throughout the country.

Mr. W. F. Foster, who has made an enquiry into the duties of the president of a university, defines his work as follows : He must be a man of learning, in many cases a professor; he must supervise the teaching given by his staff; he must be a business man; he must find funds for the university, must represent it, must maintain good relations with professors, alumni, students and visitors, and, on many occasions, must guide the trustees in their decisions; these are only a few of his duties (*Science*, May 2nd, 1913—quoted by Professor Maurice Caullery in his admirable work entitled : *Les Universités et la Vie scientifique aux États-Unis ;* Paris, Armand Colin, 1917).

In his report for 1921, Professor Nicholas Murray Butler, President of Columbia University, gave an historical account of his university, stated how his predecessors had understood and fulfilled their mission, and he added : "The duties of the President of Columbia have strangely

changed since the office was established; several duties which were formerly discharged by the Presidents are now performed by the deans, directors and other high officials". Concerning his own duties, we added : "The President of the university is now occupied almost entirely with problems newly arisen out of new developments and new conditions. He must live largely in the future and must concern himself chiefly with those major policies and acts that affect the prosperity, the influence and the prestige of the institution as a whole. His duties may best be stated, in terms of the English political system, as those of prime minister holding the portfolios of foreign affairs and of the treasury" (Annual Reports, Columbia University, 1921, p. 51).

PROFESSORS.

Professors are of various grades. A man who, with the intention of becoming a professor, has taken the degree of Doctor of Philosophy at the age of 27 or 28—sometimes as early as 23 or 24—has to pass through a number of stages. When he takes his Doctor's degree he enters upon his regular duties as an "instructor". The instructor is equivalent to the demonstrator in the faculties of science; in the other faculties his duty is to supervise the work of a group of students. He then becomes an assistant professor. The assistant professor has been compared with the lecturer (*maître de conférences*) of the French universities; he is appointed for a limited period—three years, for example—and may be reappointed. Mr. G. Marx published in *Science* (1909-1910) the results of an investigation which showed that the average age at which assistant professors are appointed was 31 years, and the average age of those holding that position was 36. After a varying length of time (automatically at the end of 8 or 10 years in certain privileged universities like Harvard, or more often as circumstances and vacancies permit) the assistant professor is raised to the rank of associate professor or full professor, which is the highest of all.

The series of grades is more or less uniform in all institutions; but, as M. Caullery writes, "though the titles are the same, the actual positions differ considerably, both materially and in prestige".

Although the work of an American professor varies according to his rank, it is generally agreed that his duty at the university is three-fold : (*a*) to promote inquiry and advance the sum of human knowledge; (*b*) to provide general instruction for the students; (*c*) to develop experts for various branches of the public service (*Bulletin of the American Association of University Professors*, December 1922).

PROFESSORS' STIPENDS.

Professors' stipends have never been equal to the income which gifted and energetic men can earn in other careers.

In this connection Mr. Seligman says :

"If education is the corner-stone of the structure of society and if progress in scientific knowledge is essential to civilisation, few things can be more important than to enhance the dignity of the scholar's profession, with a view to attracting into its ranks men of the highest ability, of sound learning, and of strong and independent character. This is the more essential

because the pecuniary emoluments of the profession are not, and doubtless never will be, equal to those open to the more successful members of other professions. It is not, in our opinion, desirable that men should be drawn into this profession by the magnitude of the economic rewards which it offers. But it is for this reason the more needful that men of high gifts and character should be drawn into it by the assurance of an honourable and secure position."

The cost of living in America rose considerably during the war, and the position of some professors became extremely difficult. Men of high attainments in learning and of exceptional educational ability were obliged to take up occupations outside the university in order to support their families. It was realised that these financial difficulties were a danger to higher education, and that the very future of the universities was threatened; concerted measures were therefore taken, and great movements ("drives") were initiated in order to obtain fresh resources. Many millions of dollars were collected in this way for Harvard, Yale, Columbia, etc. (the donations made to Columbia during the last 20 years amount to 35 million dollars). The movement was so successful that Mr. Seligman now regards the situation as better than it ever was. Salaries have been considerably increased. At Columbia a large number of professors are paid more than 7,500 dollars, and some twenty receive 10,000 dollars each. An American woman inherited a considerable fortune from her husband, a Senator, on condition that she bequeathed it to the University of Wisconsin to enable certain salaries to be raised to 10,000 dollars. Men who are famous in the world of science (such as doctors and jurists) are even more highly paid at certain universities.

In their replies to the questionnaires sent out by us most universities refer to the raising of salaries as an accomplished fact. We may quote *inter alia* the details furnished by the University of Michigan :

In 1920 a new scale of salaries, representing a considerable increase over that formerly paid, was adopted by the Board of Regents. The reason, of course, was the change in economic conditions consequent upon the War. The scale is as follows : Instructor, minimum $1,500; assistant professor, minimum $2,500; associate professor, minimum $3,500; professor, minimum $4,000 (answer of M. Frank Egleston Robbins, assistant to the President of the University of Michigan, Ann Arbor).

Apart from the increase in salaries (although the cost of living is one and a-half times higher than before the War, salaries have been doubled, particularly in the lower grades, says Professor Seligman), large funds are now also available for the development and improvement of the means of work and research, such as libraries and laboratories.

Several universities, however, have replied that, in view of their financial situation, they cannot at present carry on all their normal activities or put into effect their plans for extension.

To give two illustrations : Lehigh University writes that an endowment campaign is contemplated; and the reply of the University of Maine, at Orono, is as follows : "Lack of funds is probably the greatest difficulty in the way of development of the University at the present time."

Universities have been compelled to raise their fees considerably.

The Association which I am about to describe has formed a Committee to enable professors to devote themselves entirely to their educational and scientific work. (The reader will find in our report on "Foundations" information as to the pension scheme which it has been possible to establish owing to the generosity of Andrew Carnegie.)

The American Association of University Professors was founded in 1913, when the teachers in the colleges and universities of the United States had acquired what might be called a "professional collective consciousness". This Association was definitely organised at a large meeting in New York City in January 1915. It was decided to take up the general problem of academic freedom. Professor Edwin R. A. Seligman, of Columbia University, was appointed chairman of the committee of fifteen members entrusted with this question. The first presidents of the Association itself were John Dewey, the philosopher, and J. H. Wigmore, the jurist, who succeeded Mr. Seligman.

The aim of the Association is defined in its rules as follows :

"To facilitate a more effective co-operation among teachers and investigators in universities and colleges, and in professional schools of similar grade, for the promotion of the interest of higher education and research and in general to increase the usefulness and advance the standards and ideals of the profession."

"The Association aims to be a national clearing-house for the general problems of university and college teaching."

It has appointed 22 Committees, which are publishing reports which cover the entire field of the professional problems of the teacher in the college and university; we shall give the names of some of these committees :

Academic freedom and academic tenure, desirability and practicability of increased migration and interchange of graduatc students, University ethics, system for sabbatical years, requirements for the Ph.D. degree, systems of pensions and insurance for university teachers, the promotion of research in colleges and universities, etc.

The Secretary of the Association, Mr. H. W. Tyler, informs us that its membership for 1923 is 4,468, and that its budget has increased from $3,071 in 1916 to $15,175.16 in 1922.

It is one of the constituent members of the American Council on Education, and is also represented in the "University Union in Europe".

The reader has, no doubt, noticed the expression "sabbatical year". This refers to the year's leave which every university professor may, and in some cases, must take once in seven years. In most cases he is placed on half-pay during his "sabbatical year"; if he takes only six months' leave he receives full pay. During the "sabbatical year" the professor on leave has no academic duties. The universities are well aware of the benefits which they themselves derive from allowing their professors to visit foreign universities, to travel, to work in libraries and institutes all over the world, to engage in individual research and, if we may use the expression, to recuperate.

STUDENTS.

American student life is very different from student life in Europe. The colleges and universities have a large number of communal buildings (dormitories or residential halls) for the use of students, and many such buildings are now in course of construction. At many places students can take their meals in common. (The Memorial Hall at Harvard contains an immense dining-hall, where the waiting is done by negroes.) Certain universities receive gifts of buildings containing lecture-rooms, reading-rooms, common-rooms and libraries.

Next to the regular studies themselves, athletics claim the larger part of the interest and time of a typical American student; almost all colleges maintain four types of teams which compete with the teams of other institutions : these are baseball, football, basket ball, and track teams. Next to athletics, fraternities, sororities and social clubs are the strongest expression of the college life. In a sense, American fraternities are unique. They are secret societies with a limited membership. In some universities secret societies are prohibited.

Almost every university has debating, dramatic or literary and musical organisations, as well as clubs for specialised academic purposes, such as philosophical, chemical, engineering and history clubs. In almost all large institutions of learning, there are religious organisations : Newman (Catholic) clubs Pax Romana, Menorah Societies (Jewish) and Christian Associations of various types, but the chief of which is the College Young Men's Christian Association, the first of which were organised in 1858 at the Universities of Michigan and Virginia. In many

universities, the Y.M.C.A. maintains a commodious building equipped with social and committee rooms, auditorium and reading-room and dormitories.

We are indebted to Mr. S. P. Duggan for the following information regarding clubs. These are of two kinds : (1) the political clubs, which, before the War, carried on pacifist and socialist propaganda; they are now in most cases giving place to (2) "International Relations Clubs", whose object is "the scientific study of current international problems in a non-partisan spirit and without propagandist aim. The clubs are not intended to teach political or economic faith. They are groups of students graduate or undergraduate organised in American colleges and universities under the ægis of the Institute of International Education, with one or more members of the faculty as advisers for each club; they are established by preference in the smaller non-urban colleges distant from the main lines of travel and where the need for library material and outside speakers is great. However, some of the strongest clubs have been organised in the large universities.

The supervision of the Institute is flexible, since it wishes to leave the clubs a free choice in the matter of programme and methods of study. Syllabi especially prepared for the clubs are available for distribution to individual students without cost on topics like the following : "Outline of the Covenant of the League of Nations", "The Past, Present and Future of the Monroe Doctrine", "The Russian Revolution", "Hispano-American History", "The Question of the Near East", "China under the Republic", "Guide-book for Foreign Students in the United States". This guide gives information of special value to the present report.

Whereas in these "International Relations Clubs" American students endeavour to know and understand foreigners, there are also (3) "Cosmopolitan Clubs", in which they endeavour to give foreign students some knowledge and understanding of America. These cosmopolitan clubs, which are to be found chiefly in the great universities, are voluntary groups of American and foreign students.

There are also associations of foreign students, such as the "Chinese Students' Alliance", the "Hindustan Association of America", the "Filipino Students' Federation in America", and societies of Syrian, Japanese, Chilian, Brazilian and other students.

The "Committee on Friendly Relations among Foreign Students" is a branch of the International Committee of the Y.M.C.A. which seeks to serve students who come from other lands. A special effort is made by this committee every year to bring foreign students to the great students' summer conference, held in various parts of the United States.

The "Directory of Foreign Students in the United States of America", published by the "Committee on Friendly Relations among Foreign Students", tells us that the States which have the greatest number of foreign students are New York (over 1,200), Illinois and Pennsylvania (over 700), and Massachusetts (over 600). The total number of students may be reckoned at 300,000, more than 10,000 of whom are foreigners. Mr. Duggan thinks that their actual number and also the relation it bears to the total number of students is likely to increase. The foreign students are drawn from every quarter of the earth.

During a visit to England, President Nicholas Murray Butler recently made the following observations on the post-War situation in America : "There has been an enormous increase in the attendance at our American colleges and universities. It began before the War, but it has been accelerated since. It is due to a variety of causes, one of which is the very large number of young women who go on to university degrees after finishing their secondary-school education. This movement, which began in a small way fifty years ago, and grew slowly for some thirty or thirty-five years, is now advancing by leaps and bounds."

The following additional information is taken from the 1922 Supplement to the "Encyclopædia Britannica" : So great has become the demand among women for higher education that the colleges exclusively for women are no longer able to provide for the rapidly increasing number of applicants for admission. Bryn Mawr, Vassar, Wellesley, Smith and Mt. Holyoke have been forced to establish waiting-lists. The doors of the universities for the most part stand open to women upon an equal footing with men. By 1920, 44 % of the students graduate and undergraduate enrolled in the universities, colleges and technical schools were women.

The general admission of women to courses in medicine removes practically the last barrier discriminating between the sexes.

We give below a table which was drawn up in 1920, and reproduced in an American pamphlet showing the approximate cost of student life (board, lodging, laundry, matriculation and tuition fees) :

East.

Ithaca, New York, Cornell University	1,008 dollars.
Providence, Rhode Island, Brown University . . .	1,040 ,,

Middle West.

Minneapolis, Minnesota, University of Minnesota. .	930 dollars.
Champaign, University of Illinois	685 ,,

West.

Berkeley, California, University of California . . .	790 dollars.
Seattle, Washington, University of Washington . .	1,025 ,,

South.

Austin, Texas, University of Texas	610 dollars.

As a general rule, graduates remain sincerely attached to their university throughout their lives, and support it with the utmost loyalty. The university, on its side, makes every effort to maintain contact with its old pupils, and remains in regular communication with them. We know from personal experience that anyone who has studied at an American university can always continue to keep in touch from afar with the life of that university.

INTERNATIONAL CO-OPERATION.

International co-operation in the universities can take the form of the exchange of publications, professors or students, the equivalent recognition of degrees, or membership of international organisations. The great universities exchange their publications with numerous universities all over the world, and the others announce their readiness to exchange them if they are asked to do so.

For many years professors have been exchanged with various European and Asiatic countries, and there is a tendency to enlarge the scope and increase the number of such exchanges.

Within the country itself, certain colleges state that they derive great benefit from courses of lectures given by professors from the great universities.

The "International Students' Federation", founded in 1919 by the Allied countries and joined by the neutrals in 1920, is "entirely independent of party politics and denominational creeds", and is paving the way for understanding and co-operation among the students of all countries.

American students were unofficially represented at the second conference of the International Bureaux of National Students' Unions, which was held at Leipzig in 1922.

The reply of several universities to the question : "To what international organisation do the university or its students belong?" was : "None". These universities include Lehigh

University, the University of Maine at Orono (Maine), the University of Nevada at Reno (Nevada), the University of Tennessee, the University of Washington at Seattle (Washington), and William College at Williamstown (Massachusetts). Others state that they maintain relations with one or more international organisations. Thus Columbia University mentions the American University Union and the Institute of International Education; Lafayette College, Easton (Pa.), gives the names of the Student Friendship Fund and the American University Union. On behalf of the University of Michigan, Mr. Frank Egleston Robbins replies: "I have mentioned the Cosmopolitan Club as the leading organisation of foreign students. This takes in students of all nationalities. Of course, many of our professors are members, honorary or otherwise, of foreign societies. We co-operate also with the Institute of International Education and give support to the American University Union in Europe."

Lastly, we may quote the reply given by Vassar College, Poughkeepsie (New York), which mentions "the Association to aid Scientific Research for Women, the American School of Classical Studies at Athens, the Classical School of the American Academy at Rome, the American University Union in Europe, the Institute of International Education, and the American Council of Education. The students contribute to the Students' Friendship Fund, which is administered by the World Student Christian Federation; but Vassar, not being a member of the Y.W.C.A., is not a member."

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Before concluding this report we must refer to the Bureau of Education, the American Council of Education, the Institute of International Education and the American University Union in Europe. A survey of their principal activities will show the reader how and to what extent they contribute to national and international intellectual co-operation.

A. *The Bureau of Education.* — Although, as was stated at the opening of this report, the universities, and indeed education and training in general, are not subject to Federal control, the Bureau of Education should nevertheless be described here.

Congress established in 1867 this Bureau, presided by a commissioner who is under the jurisdiction of the Secretary of the Interior; the purposes and duties of the Bureau are defined as those of collecting such statistics and facts as will show the condition and progress of education in the several states and territories, and of diffusing such information respecting the organisation and management of schools and school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of an efficient school system and otherwise promote the cause of education throughout the country.

Mr. J. J. Tigert, Commissioner of Education, writes in the Report for 1921 :

"This statement of the functions of the Bureau makes it primarily an institution for scientific research and gives it no administrative duties. Such administrative duties as it has have been subsequently assigned to it. Broadly stated, then, the functions of the Bureau are as follows :

"(1) To be informed on all subjects pertaining to education;
"(2) To disseminate such information;
"(3) To promote the cause of education generally."

We can judge of the influence in educational questions of the Bureau in considering the extensive publication of standard works of reference which are distributed free to a large number of libraries, to school officials and other persons interested, and to foreign Governments.

In addition to the Commissioner's annual reports, the Bureau publishes pamphlets, often of considerable compass, on such subjects as : Bibliographical bulletins on education, "monthly records" of current educational publications; opportunities for study at American graduate

schools; requirements for the Bachelor's degree; training teachers for americanisation; accredited higher institutions; statistics of universities, colleges and professional schools; statistics of State universities and State colleges; standard in graduate studies for educational purposes; opportunities for the study of medicine; resources and standards of colleges of arts and sciences; the national crisis in education; an appeal to the people (1920); teaching American ideals through literature; education for citizenship; facilities for foreign students; foreign criticism on American education, etc.

Mr. L. A. Kalbach, Commissioner of the Bureau of Education, was asked how his country has organised its intellectual relations with other countries (teaching of foreign languages and literatures, exchange of publications and bibliographical information, exchange of professors and students, standardisation of studies and degrees, schools and research institutes abroad, academic organisations for foreigners, etc.).

His reply was as follows :

"Organisation of intellectual relations with other countries : Publications are distributed to foreign countries through the Smithsonian Institution. Individual universities and colleges adopt their own means of exchanging professors and students with foreign countries. This movement has lately been considerably facilitated by the Institute of International Education. Standardisation of studies and degrees between American higher institutions and similar institutions in foreign countries has been effected through the work of the Association of American Universities and a committee of the American Council on Education, Washington, D.C. The Russian Students' Christian Association has aided Russian students in this country to secure a college education. Also the International Serbian Educational Committee has assisted a number of Serbian students to attend college. The Institute of International Education can give full information on this subject."

B. *The American Council on Education* was formed during the War "to give the higher educational institutions of America an opportunity of co-operating with the National Government during the War". It has grown into a co-ordinating agent to represent higher institutions in matters of Federal legislation, the establishment of unified college and university standards, and the representation of the American institutions with regard to their foreign relations.

According to its constitution, "the general object of the Council is to promote and carry out co-operative action in matters of common interest to the associations represented. It is understood that such matters will lie mainly in the field of university and college work and in related educational fields. The Council was organised to meet national needs in time of war and will seek to render patriotic service. It will also encourage international co-operation in educational matters".

The membership of the Council consists of three classes of members (constituent, associate and institutional) :

Among the first group we find :

The Association of American Universities;
The National Association of State Universities;
The Association of American Colleges;
The National Research Council;
The American Association of University Professors;
The National Education Association.

The Council, which possesses no libraries, museum or laboratories, publishes a quarterly journal called the *Education Record.*

The Council conducts no courses of instruction or exhibitions or competitions. It holds an annual meeting and does its work through committees composed of delegates from the various associations that make up its constituent membership.

The Council co-operates with the Institute of International Education, with the American Union in Europe and acts as the representative of American higher education with the Federal Government. The Council is not a member of any other federation. It is itself such a

federation. The Council was represented at the Congress of the British Universities (1921). It is prepared to be represented in similar congresses when invited (letter of Dr. C. R. Mann, Director of the American Council on Education).

C. *The Institute of International Education*, which is directed by Professor Stephen Duggan, is primarily concerned with the organisation of university exchanges with European countries (other than those dealt with by the American University Union), Latin America and the Far East. Its office, which is in New York, acts as an information bureau, as do the offices of the American University Union in Paris and London. The prospectus of the Institute states that the office collects and distributes all information regarding American university institutions, receives foreign missions which come to study educational methods in the United States, and forms a professional centre for professors and students entering or leaving the country. The office has five departments, three of which deal with relations with Europe, the Far East, and Latin America, while the fourth is concerned with scholarships (particularly for women), and the fifth organises "International Relations Clubs". The European department is under the Director himself, while the others have separate heads (two being women), who travel from time to time in the countries with which their departments have to deal. In many districts the Institute has the support of local establishments, which act as its representatives and keep up a regular correspondence with the New York office; in New York, Paris and London the Institute makes use of the departments of the American University Union. Its work is rendered considerably easier by the immense collection of documents which it has brought together. By sending a questionnaire to about 250 universities and colleges in the United States, it has obtained detailed information as to the conditions on which these Institutions would be prepared to exchange professors and students with similar establishments abroad. A full list of scholarships and foundations open to foreign students has also been drawn up. The Institute has published a series of pamphlets on University Education in France, Great Britain and Italy (for American students) and on American Universities (for foreign students); these have proved of great value in the compilation of the present report. Other of the Institute's publications deal with international questions connected with higher education (including an important statistical analysis of foreign students in the United States according to their country of origin and subject of study). In view of the amount of work which it has done in this field, the office of the Institute may be regarded as the American University Information Bureau; its documentary collection covers international university life more completely than do those of other national offices.

D. *The American University Union in Europe* was founded in 1917; its general purpose is to act as a link between American and European universities. When, at the end of the War, the European universities reverted to normal conditions, the American University Union very largely extended its sphere of action.

About 60 of the most important colleges and universities in the States are affiliated to it. Since the end of the War it has devoted itself primarily to university exchanges with Europe, particularly with France and Great Britain.

The Continental Department in Paris, under Professor Paul van Dyke, of Princeton, and the British Department, under Dr. G. E. MacLean, have established two important offices which act as information bureaux for young Americans studying in Europe, and also furnish French and British students with information regarding American university life. The annual reports give evidence of the Union's increasing activity. In the report published in January 1923, we find this significant sentence : "The only serious questions are those raised by its very success —the necessity for enlarged quarters, especially in Paris, for increased staff, for added facilities, to cope with pressing demands."

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