

International Education.

"THERE is hardly any important national problem left in the world which has not an international relation and aspect." "The search for truth and its application to human need is a vast, world-wide co-operative task. . . . Every country should seek entangling alliances in a league for scientific progress." Of these quotations the first is from a speech made recently in London by Dr. Nicholas Murray Butler, the second from a report, published last year, by the president of the Rockefeller Foundation. Both indicate a point of view which has been adopted with enthusiasm since the War by a considerable number of people, especially in academic circles, in the United States. Both in America and on this side of the Atlantic, where it is more familiar, systematic efforts have been made to orientate higher education to some extent to this supra-national point of view.

In America two important organisations have been established expressly for the furtherance of International Education—the Institute of International Education by the Carnegie Endowment for International Peace, and the International Education Board by John D. Rockefeller, Jr. The Board, which only came into being this year and aims at promoting "education throughout the world," has made a grant of 100,000 dollars a year for ten years to Teachers College, Columbia University, to aid in establishing, as an integral part of the College, an International Institute for the instruction of foreign students (of whom there are already some 250 in the College) and of Americans engaged in teaching in foreign countries, and for research and investigation into foreign educational conditions and the adaptation to those conditions of American systems and methods of education. The Board aims at establishing mutually helpful relations with other countries in regard to selected specific educational problems, and has already arranged for a study of co-operative farming methods in Denmark. Many of the activities of the Rockefeller Foundation, with which the Board is closely associated, have an international educational character: of the 157 individuals who held the Foundation's fellowships in 1921 only 71 were Americans, the others belonging to 17 other nationalities.

The Institute of International Education began work in 1919, and its director, Dr. S. P. Duggan, has recently presented its fourth annual report. Among its varied achievements during 1922 was an agreement with the Commissioner of Immigration at Ellis Island, designed to mitigate in its application to students the new American immigration law limiting to specified quota the number of immigrants from foreign countries, the director undertaking to act as sponsor for properly certificated students and the commissioner agreeing to admit such students provisionally on parole. Among its other enterprises may be mentioned: arranging for the selection and distribution of 45 fellowship-holders from France for study in the United States and 35 from the United States for study in France; acting as agent for the Spanish Junta para Ampliación de Estudios, which sent 6 fellowship holders to the United States, and for the Czechoslovakian Government, which sent 5; assisting the French authorities to select French girls for training, partly in France and partly in America, in library work and public health nursing; securing fellowships in American institutions for foreign students; promoting resort by Americans to summer sessions in foreign universities; organising student tours in Italy, France, England, and Scandinavia; arranging exchanges of professors; and promoting

the formation of International Relations Clubs for the discussion of international questions. The Institute has now an established place as one of the most influential of existing organs for the development of intellectual intercourse among the nations of the world.

In Great Britain the most important single endowment of international education is that provided by the Rhodes Scholarship Trust. Provision is now made under the trust for the continuous residence at Oxford of 190 scholars selected from English-speaking countries outside the United Kingdom. A peculiarity of the method of selection for these scholarships is an insistence on moral force of character, capacity for leadership; in short, all-round ability, as well as literary and scholastic attainments. A similar principle is prescribed for selecting candidates for the 6 Henry P. Davison scholarships founded this year to provide for Oxford and Cambridge men spending a year at Harvard, Princeton, or Yale. A few scholarships similarly designed to draw students from abroad are offered by certain Cambridge Colleges, the Imperial College, and the universities of Liverpool, Manchester, McGill, Harvard, Princeton, and Yale, most of them being open only to students of countries within the British Empire.

Conversely, many universities have endowments, such as the Craven Fund and Radcliffe travelling fellowships fund, which encourage students to go abroad for study or research, generally in some specified field, such as modern languages and institutions, classical studies, or the fine arts, in which sufficient facilities are not available at home. Similarly various governments and voluntary associations, such as the federations of university women, the Anglo-Swedish Society, and the Canadian Imperial Order Daughters of the Empire, have instituted scholarships enabling students to travel to distant countries for educational purposes. The Government of Panama, for example, periodically sends two carefully selected students to universities in Great Britain for complete degree courses of study. The Albert Kahn travelling fellowships, open to British graduates of universities of the United Kingdom, are remarkable for their breadth of aim—"to enable men . . . to enter into personal contact with men and countries they might otherwise never have known; to issue from the world of books . . . into the broader world of . . . all such human interests, struggles, and endeavours as go to the making up of general civilisation."

Apart from endowments for encouraging international education by scholarships and fellowships there are many influences, some of quite recent origin, having a similar tendency. The universities of the United Kingdom have instituted a new doctorate, the Ph.D., open to graduates of foreign universities as well as to their own, and have organised in connexion therewith instruction in research methods; their laboratories and other equipment for advanced study and research have been greatly developed; their representatives have taken part in missions to American, French, Belgian, and Swiss universities; they have established a standing committee of their executive heads with the Universities Bureau as its secretariat, and a separate committee for promoting interchange of students and teachers with universities in other lands—a purpose which has been greatly furthered by the constitution of the British divisions of the American University Union and the Office National des Universités et Écoles Françaises, both of which have offices in the house belonging to the Universities Bureau. There

has also been a notable development of short summer-vacation courses (mainly in London) for foreign students as well as of other summer courses, to which, although not planned expressly for them, foreigners are admitted. Interchange of school teachers (for periods not exceeding one year) between England and Wales and the Dominions overseas has been organised by the League of the Empire on a large scale, and other bodies such as the Overseas Educational League and the Fellowship of the Maple Leaf, are engaged in similar enterprises.

Several European countries participate in exchanges financed by American educational endowments. The Commission for Relief in Belgium Educational Foundation of New York arranges, in concert with the Fondation Universitaire of Brussels, grants for study in American Universities to Belgian graduates and vice versa (in 1921-22, 34 and 24 respectively). The American-Scandinavian Foundation similarly allots 40 travelling fellowships, each of 1000 dollars, and the Franco-American Scholarship Exchange, administered by the American Council on Education, provides 50 scholarships for French women in American colleges, 28 for American women in French lycées and écoles normales, and 22 fellowships for American graduates in French universities.

In France the Doctorat d'Etat has been made more accessible to foreign graduates, a system of exchanges of professors has been arranged with certain American universities, and the summer-vacation courses for foreign students in vogue before the War have been re-established and extended. In 1919 a Franco-Swiss interuniversity conference took place, and in 1921 a convention was concluded, between the French and Belgian ministries of public instruction, to encourage and regulate the exchange of professors and students and to establish a permanent technical commission for the study of questions regarding the scientific, literary, artistic, and scholastic relations between the two countries.

In the same year, 1921, were formed the Netherlands Committee for International Academic Relations and the Office Central Universitaire Suisse.

The Confédération Internationale des Etudiants, formed in 1919, has contributed substantially in co-operation with its affiliated national unions, towards familiarising students with the idea of migration. The National Union of Students of England and Wales, constituted in 1922, has been very active in promoting visits by students to universities in foreign countries.

In the nineteenth century one of the most powerful influences making for migration of students was the great reputation of the German universities for

profound learning and for primacy in scientific research, together with their liberal conditions of entrance. In the United States especially a German doctorate came to be looked upon as a normal culmination of the studies of an ambitious youth. The tradition was fostered by the system of exchange of professors arranged by the Prussian ministry of education with American universities. Before the War, however, a reaction had set in, due in part to the rapid development of the American graduate schools.

The League of Nations decided last year to enter the field of International Education, and a Committee on Intellectual Co-operation, having a sub-committee on Interuniversity Relations, is actively engaged in devising ways and means of stimulating movements and enterprises such as those mentioned in this article, including the establishment of an international bureau of university information.

The question of interchange of students has an economic aspect which deserves study. At the present time students from abroad constitute about eight per cent. of the full-time students in the universities and university colleges of the United Kingdom. Statistics showing the number of students from the United Kingdom in universities and colleges in all other countries are not available, but those in the United States in 1920-21 numbered 181, and those in other parts of the world are certainly very few compared with the total of more than four thousand students from abroad in the British Isles. Is the fact that our imports so largely exceed our exports to be accounted economically advantageous to us or the reverse? The fees paid by students represent, of course, only a fraction of the costs of maintenance of the institutions where they study, and in universities such as Oxford, Cambridge, London, and Edinburgh, which are frequented by students from abroad in large numbers, the additional expenditure necessitated by their attendance is probably not compensated by their fees; but there is a more important question in regard to the students who come to Great Britain to study technology. When they go back to their own countries they take with them knowledge which is used so as to make the competition of their countries' industries with our own more formidable. On the other hand, they are likely to recommend the placing of orders for stores and machinery in the country in which they have studied rather than in other countries, and if they had not come to Great Britain for their knowledge they would probably have obtained something very like it elsewhere. It may be that such students do British industries more good than harm. The matter is one on which it is desirable that further light should be, if possible, obtained.

Botanical Surveys.

THE Department of Agriculture of South Africa has recently issued two memoirs (Nos. 3 and 4) on the botanical survey of South Africa. The former, by S. Schonland, entitled "Introduction to South African Cyperaceæ," is a systematic account of a selection of the indigenous sedges, many of which play an important part in the prevention and cure of soil erosion, and a knowledge of which is essential in the study of the relations of sour and sweet veld. A description of the general structure of the vegetative organs, the inflorescence, the difficulties in the interpretation of which are discussed in some detail, the flower and the fruit, is followed by notes on all the South African genera, including representative species of each. The species are illustrated by seventy carefully drawn plates, which show the habit of the plant and enlarged details of flower and fruit, and

will enable the student to identify any species included in the limits of the book. The general arrangement is the one adopted in the "Flora Capensis" by the late Mr. C. B. Clarke, to the thoroughness of whose work Dr. Schonland pays high tribute. The critical remarks included in the notes on the genera render the work of value to others than the South African student of this family.

Memoir No. 4, entitled "A Guide to Botanical Survey Work," is a series of chapters, by different experts, which will be helpful to those engaged in the South African survey. Dr. Pole Evans reiterates the organisation and aims of the survey, and describes briefly the characteristics of the two main botanical regions, the true Cape region, with a vegetation resembling in its general aspect that of the Mediterranean area, and the South African region, which