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THE INSTITUTE OF INTERNATIONAL EDUCATION

FIRST ANNUAL REPORT
OF THE DIRECTOR



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The Institute of International Education

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First Annual Report of the Director

ORIGIN AND ORGANIZATION

The outbreak of the Great War found most Americans, even of the intelligent class, unfamiliar with many of the problems brought to the surface by it. Americans had devoted themselves almost exclusively to the development of the great resources of their country and had pursued a policy of comparative indifference to foreign affairs. This was not conducive to the development of the "international mind", so necessary to a sympathetic understanding of the problems and difficulties of other peoples. The War, however, aroused great interest among our people in foreign nations and in international affairs. That fact prompted Dr. Nicholas Murray Butler of the Carnegie Endowment for International Peace to discuss with the writer the possibility of organizing an institution devoted to the specific purpose of enabling our people to secure a better understanding of foreign nations and of enabling foreign nations to obtain accurate knowledge of the United States, its people, institutions, and culture. In the early spring of 1917, the writer submitted to Dr. Butler such a plan, but as it was quite evident that the United States was about to participate in the War, the Endowment did not consider it opportune to establish such an institution. Immediately upon the entrance of the United States into the War, the colleges and universities of the country formed the American Council on Education to organize their resources for the

support of the government in carrying on the War. A committee on International Relations was appointed which, unaware of what had already been done, submitted a plan to the Carnegie Endowment similar to the one it had already received. When the Armistice was signed the Endowment took under consideration the two plans and on February 1, 1919, established the Institute of International Education, having for its general aim to develop international good will by means of educational agencies, and for its specific purpose to act as a clearing house of information and advice for Americans concerning things educational in foreign countries and for foreigners concerning things educational in the United States.

An Administrative Board was selected to determine the policy of the Institute, consisting of representatives of the endowed and the state universities, of the men's and the women's colleges, and of international scholarship, law, finance, commerce, medicine, and journalism. The membership of the Board is found on the inside of the front cover. To assist the Director in attempting to solve the many problems that it was foreseen would be referred to the Institute for solution an Advisory Council was elected by the Administrative Board, consisting chiefly of men and women distinguished in the field of scholarship or education. Its membership is found on the inside of the back cover. For greater efficiency in conducting the work of the Institute, the following divisions were established with the persons named in charge:

Europe Stephen P. Duggan
Far East Paul Monroe
Latin America Peter H. Goldsmith
Women's Colleges Virginia Newcomb
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When the Institute was about to start upon its career there were already in the field two other organizations namely, The American University Union and the American Council on Education. The Union had established offices in London, Paris, and Rome during the War to meet the needs of American college men and their friends in Europe for military or other service in the cause of the Allies. Its activities were, however, practically confined to France, Great Britain, and Italy. The Council, though by no means neglecting the foreign field, devotes its energies primarily to the domestic problems of education. As a result of conferences between the Secretary of the Union, the Director of the Council, and the Director of the Institute, a plan of cooperation between the three organizations has been adopted which has eliminated duplication of work and resulted in the most complete harmony of relations.

ACTIVITIES OF THE INSTITUTE

I. Gathering Information. The Director of the Institute determined to build upon foundations already laid. Exchanges of teachers and students had for some years been made between universities in the United States and in foreign countries but they were not regularly organized and no system had been developed. The first thing necessary in organizing such a system was complete information. The Director prepared a carefully worded questionnaire which he sent to some two hundred and fifty colleges and universities of the country to discover upon what terms any of them would

- receive foreign professors as teachers in their own institutions:
- send professors of their own to teach in foreign institutions;
- receive foreign young men and women as students in their own institutions;
- 4. send students of their own to foreign institutions.

Every effort was made to discover the existence of fellowships under private auspices. Probably never before has so much information been at the same time collected upon the subject, though it is still incomplete.

With this information at his disposal, the Director visited Great Britain, France, Belgium, Switzerland, Italy, and Jugoslavia in the summer of 1919. He went supplied with letters of introduction to educational authorities, university officials, prominent journalists, and distinguished scholars. He was everywhere received with the greatest cordiality and the news that there had been established in the United States an institution to which any inquiry might be directed for information and advice was a great relief abroad, where people had been at a loss to know where to turn for knowledge concerning American educational methods and opportunities.

II. The Exchange of Professors. It did not take long for the Director to discover that to attempt to develop a system of exchange of professors upon the basis that formerly existed, namely, that the home country bear all the expenses of the professor it sent abroad, was impossible. The universities of Europe are congested with students who have been in the army during the War. They are under-supplied with teachers because some of their teachers are still in government service, a considerable number were killed, and a few will not return to educational work. The universities, moreover, are much poorer than they were before the War. They can neither spare teachers nor afford to support them abroad. Nevertheless they are anxious to have American teachers at their institutions. A member of the Administrative Board, Professor Paul Monroe, suggested that there was an opportunity to use an American institution, namely, the professor on sabbatical leave, for this purpose. A

professor on sabbatical leave usually receives whole salary for a half-year or half salary for a whole year. He may do with his leave what he will: rest. write or research. But some might enjoy the opportunity to teach abroad. A professor on sabbatical leave for a half-year has with his summer vacation about eight months at his disposal, and his usual salary for his support. But the cost of travel abroad is very high and few professors could meet it. The Director suggested to the Administrative Board of the Institute that it apply to the Carnegie Endowment for funds to pay the cost of transportation of selected professors to and from universities in different parts of the world. The Board unanimously adopted the suggestion and the Endowment allotted \$12,500 to try the experiment next year. Professors on sabbatical leave will be invited to apply for the honorarium and a committee of the Advisory Council will select from the applicants. A wisely selected professor, who, because of his personality and scholarship. can well-represent America abroad may do great service in the development of international good will.

III. Visiting Professors. It seemed to the Director that though few exchange professorships could be maintained, it would probably be as great an aid to international good will were professors from abroad circuited about the United States to visit American colleges and universities for short periods, lecture before the general student body, and meet in conference the graduate students and the professors. As the Institute had no funds wherewith to do this, the Director wrote to the administrative authorities of many of the institutions which he thought could afford to pay an honorarium to cuch a visiting professor with most happy results. The Institute has arranged during the present scholastic year

that visits covering our entire country be made by Professor Arthur P. Newton of the University of London, Ernest Barker of Oxford University, Albert Feuillerat of the University of Rennes, and Raffaello Piccoli of the University of Pisa. It has also arranged the itineraries of the three British women professors who have been invited to visit the colleges and universities of the United States by the Association of Collegiate Alumnae, namely Professors Caroline F. E. Spurgeon, Winifred C. Cullis and Dr. Ida Smedley Maclean. The Institute also prepared the itinerary for the Chinese Educational Commission which landed in San Francisco on December 5th. This is the most important and representative educational commission ever sent abroad by China.

IV. Student Fellowships. The problem of receiving foreign students here and of sending our own students abroad upon fellowships is more difficult. Foreign universities have few or no fellowships such as exist in ours. If students from American universities are to study abroad upon fellowships, the fellowships must be financed There are only a few, and the Institute has cooperated in informing inquirers of their existence, such for example as those founded by the Association for American Scholarships in French Universities. Some of the colleges and universities of the United States have fellowships for foreign students, though few such scholarships are of sufficient value to pay the entire expenses of the students, especially since the great increase in the cost of living has taken place. During the past two years more than one hundred French girls were received into our institutions upon fellowships which included in most cases, tuition, board and lodging. In grateful acknowledgment of that courtesy the French government has reciprocated by receiving twenty American girls in

French lycées and four in higher institutions. But the number of fellowships upon which foreign students may study here are very small compared to the demand for them. The War has aroused a great interest in the United States in every country of Europe, and large numbers of students are anxious to come here to study, but have not the funds. This is also true of Latin America, the Far East and the Near East. The Institute receives daily requests for information upon the subject from all over the world and has succeeded in placing some of the inquirers in colleges. The multiplicity and diversity of the requests make it hard to reduce them to a system which can be readily operated as in the case of the professors on sabbatical leave. It would serve an excellent purpose, however, if the Institute were provided with a fund from which it might draw for the support of some of the earnest graduate students who come highly recommended by their university authorities.

V. Representatives and Correspondents Abroad. While in Europe the Director, in order to facilitate the cooperation so much desired, arranged in the countries he visited to have representatives of the Institute among university or governmental officials or learned bodies. In London and Paris the representative of the Institute is the American University Union, and the Institute is in turn its representative here, as it is also the representative of the University Bureau of the British Empire and the Office National des Universités et Écoles Françaises at Paris. In Italy, the representative is the American Academy in Rome; in Belgium, the Institut Solvay; in Switzerland, the Swiss Association of University Professors; in Spain, the Board of Higher Studies; in Jugoslavia, the Royal Serbian Academy of Arts and Sciences. The Director is now in correspondence with organizawill study educational conditions in England. It is hoped that in all these cases the Institute will be able to publish and distribute the reports made by these visitors abroad. The Institute has been able to secure professors to teach in foreign institutions when requested by the latter, e.g., it supplied the University of the Philippines with a professor of journalism, recommended to the Serbian government professors of agriculture, and to the Czechoslovakian government a professor of English.

VII. The Institute a Headquarters for Educational Organization. When the Office National des Universités et Écoles Françaises decided to send a permanent representative to the United States, the Institute offered the facilities of its building to him, and Monsieur J. J. Champenois has made it his headquarters since his arrival. Senor Joaquin Ortega, representing the Spanish Ministry of Public Instruction, has also his office in the Institute. The same policy will be followed in the case of the representatives of other countries as they are appointed. The Association of Collegiate Alumnae has made the Institute the official headquarters of its Committee on International Relations and from it are carried on the Committee's multifarious activities. At the Institute was organized by the Association of American Colleges the welcome to the French women students and their distribution to the colleges to which they were directed. When the learned societies in the humanistic branches of study determined to establish an American branch of the Union Académique, it was at the Institute that the scholars from all over the country assembled for purposes of organization. In addition, many committee meetings have been held at the Institute by various groups of educators and scholars interested in international affairs. The Director is anxious to place the

facilities of the Institute at the disposal of all responsible educational organizations having international connections and interests. The Institute works with the Committee on Friendly Relations Among Foreign Students and other organizations which devote their energies to welcoming and orientating foreign students.

VIII. Publications. In cooperation with the French High Commission, the Institute has published and distributed a booklet on Opportunities for Higher Education in France, which is a comprehensive statement of admission requirements, degrees, courses, fees, faculties, and all other data which would enable the American student to make a wise selection of the institution in which he wishes to study his special subject. A similar booklet will be issued for the United States to enable the foreign student to know where he can best study the subject in which he is interested. In cooperation with the American Library Association the Institute has published and distributed a union list of foreign statistical annals that has been sadly needed by our universities and libraries. It will also publish and distribute lists of international law journals. It will issue a bulletin from time to time to bring to the notice of of educational authorities in the United States matters interest and importance to them in the international field.

IX. International Relations Clubs. It is almost inevitable that in a great democracy like ours only a comparatively small minority of the people will be deeply interested in international affairs. It would seem natural that the colleges and universities of the country should provide the necessary instruction. But many of the smaller colleges do not maintain courses in international

relations and in the larger institutions the "group system" prevents many of the students electing courses in that subject. When the Institute was founded there already existed in a considerable number of the colleges International Polity Clubs which were conducted under the auspices of the American Association for International Conciliation. They were informal organizations of students interested in a study of methods best adapted to promote international conciliation. When the Institute was established, the International Polity Clubs were transferred to it for supervision and were somewhat reorganized in the following way:

 The name was changed to International Relations Club as more descriptive of its object.

 The object is to be the scientific study of the current international problems that confront mankind in a thoroughly non-partisan spirit and devoid of any propagandist aim.

3. This is to be accomplished in one of two ways: For more advanced and mature students an intensive study throughout the year of a few problems following a carefully prepared syllabus and bibliography. For students who could not afford the time required for intensive study, a careful reading under guidance of the literature of both sides of the current problems as they arise.

4. The Club is to be under the supervision of a member of the faculty of the college who will be responsible for guiding the reading and discussion of the members.

5. The Institute will provide the Club in each college with the syllabi, bibliographies, books, magazines, and literature generally for the study of the problems. This literature will be retained by the Club to form an International Relations Club Library.

6. The Club will be visited from time to time by distinguished foreigners or American professors who are authorities in the field of international relations and who will address the members of the club and the student body upon their special subject.

7. There will be held an annual conference of representatives of the various clubs to consider in the light of the year's experience ways and means of increasing the efficacy of the work.

It was most gratifying to listen to the reports of the supervisors of the Clubs at the conference which was held at Cleveland on December 30, in conjunction with the meetings of the American Historical Association and the American Political Science Association. All reported that a deep interest had been aroused among the students of the institutions represented. It was agreed that the Club is an excellent instrument to inform students of the problems and difficulties of other peoples, the knowledge of which is almost a sine qua non of international good will. There was also general agreement that while the larger institutions should not be overlooked, the work ought to be extended particularly among the smaller colleges and those more remote from the lines of general travel. The Director of the Institute believes that no one of its activities is more important in realizing its aim than the International Relations Club and that under the efficient direction of his associate, Miss Margaret C. Alexander, it will grow in influence and value.

The following is a list of institutions in which International Relations Clubs already exist:

Amherst College, Amherst, Massachusetts
Barnard College, New York City
Clark University, Worcester, Massachusetts
Colby College, Waterville, Maine
Davidson College, Davidson, North Carolina
Drake University, Des Moines, Iowa
Earlham College, Richmond, Indiana
Grinnell College, Grinnell, Iowa
Immaculate Heart College, Los Angeles, Californis
Knox College, Galesburg, Illinois
Miami University, Oxford, Ohio

Institute of International Education

Monmouth College, Monmouth, Illinois Northeast Missouri State Teachers College, Kirksville, Missouri Otterbein University, Westerville, Ohio Pennsylvania College for Women, Pittsburgh, Pennsylvania Radcliffe College, Cambridge, Massachusetts Kandolph-Macon College, Ashland, Virginia Smith College, Northampton, Massachusetts State College of Washington, Pullman, Washingto State Normal School, Los Angeles, California Sweet Briar College, Sweet Briar, Virginia Syracuse University, Syracuse, New York Trinity College, Hartford, Connecticut Tufts College, Medford, Massachusetts Tulane University, New Orleans, Louisiana University of Cincinnati, Cincinnati, Ohio University of Iowa, Iowa City, Iowa University of Minnesota, Minneapolis, Minnesota University of Missouri, Columbia, Missouri University of North Carolina, Chapel Hill, North Carolina University of Pennsylvania, Philadelphia, Pennsylvania University of Pittsburgh, Pittsburgh, Pennsylvania University of Southern California, Los Angeles, California University of Texas, Austin, Texas University of Virginia, University, Virginia University of Wisconsin, Madison, Wisconsin Western Reserve University, Cleveland, Ohio

The following is a list of institutions in which International Relations Clubs are under organization:

Charleston College, Charleston, South Carolina
Clemson College, Clemson, South Carolina
Coe College, Cedar Rapids, Iowa
Emory University, Atlanta, Georgia
Furman University, Greenville, South Carolina
Georgia School of Technology, Atlanta, Georgia
Presbyterian College, Clinton, South Carolina
Randolph-Macon Woman's College, Lynchburg, Virginia
Richmond College, Richmond, Virginia
State College for Women, Greensboro, North Carolina
University of Florida, Gainesville, Florida
University of Tennessee, Knoxville, Tennessee

Wake Forest College, Wake Forest, North Carolina Washington University, St. Louis, Missouri Wofford College, Spartanburg, North Carolina

X. Addresses by the Director. The wide interest in the work of the Institute is shown in the numerous invitations which the Director has received from educational and scholarly organizations to discuss its objects and activities. In most instances his addresses have been followed by conferences to discover ways in which the Institute might serve the organizations. Among those which he has addressed during the past year are:

Annual Conference of the Association of American Colleges in Chicago

Annual Conference of Association of Urban Universities at Harvard

Annual Conference of Cosmopolitan Clubs at Syracuse Annual Conference of American Library Association in Chicago Conference organized by the Board of Regents at Albany on Educational Reconstruction

National Research Council dinner in Washington

Annual Meeting of New York Academy of Public Education In addition to such addresses the Director has been invited to attend numerous meetings of committees of educational associations to discuss the international aspects of educational movements. He has also conferred with many industrialists, journalists, labor men and others upon the same problems.

The Director feels that the Institute has justified its establishment. He is gratified by the accomplishment of the past year—an accomplishment that has been possible only because of the unflagging zeal of his associates and of the generous support of the Administrative Board. He is much pleased by the cordial attitude of the officials and teachers of our educational institutions. He nevertheless recognizes that the Institute has made but a beginning in attacking the possibilities of the field.

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