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UNITED KINGDOM (U.K.)
JULY 1943;
OCT. 1944 - APR. 1946

HEADQUARTERS ADJUTED COMMISSION
Education Subcommittee
APO 394

ED/CW/ams

ED/5B/L.O/AG

8 April, 1946

TO : H.G. Barker,
Secretary, Royal Observatory,
Greenwich,
London, S.E.10

Dear Mr. Barker:

The Nautical Almanac sent by you on behalf of Sir Harold for Prof. Silva, on 12 February, was forwarded immediately when received here in Rome. I was in Trieste at the time, but my assistant, Dr. Rombo, took prompt care of the matter.

Sincerely yours,

1305

CARLETON W. WASHBURNIE
Lt. Col., A.U.S.
Director of Education.



Royal Observatory, Greenwich,

London, S.E.10.

February 14, 1946

Ref. Q.5.A

Lt. Col. Carleton W. Washburne,
A.U.S.,
Director of Education,
Education Sub Commission,
A.P.O. 394.

Dear Col. Washburne,

Sir Harold would be very grateful if you could help with delivery of the enclosed 1946 Nautical Almanac to Professor Silva. Two attempts to get it delivered have failed for some reason unknown, but your kind assistance will probably ensure success this time.

Yours sincerely,

H. G. Barker
Secretary. H. G. BARKER

HGB/MKH

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144 CATHEDRAL STREET, GLASGOW, C4

CHAIRMAN: WM. A. COLLINS.

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A.I.C. 5th and 6th Editions.
Bentley's, Marconi.

Our Ref. KGC/MA.

Your Ref.

7th February, 1946.

file
Lt. Colonel C. W. Washburne,
Director of Education,
Headquarters Allied Commission,
Education Subcommittee,
ITALY.

Dear Colonel,

Atlases and Text Books for Italy.

Thank you very much for your letter reference ED/5B/1.0/204
of the 29th January.

It is very kind of you to have taken so much trouble though
it does not appear that we can do anything to assist the education
of the Italians.

Yours faithfully,

W. G. Collins
Managing Director.

COPY

5/10

Lt. Col. Carleton W. Washburne,
Director of Education,
Headquarters Allied Commission

I have had no recent word from Spencer Jones. The Copenhagen assembly of the Astronomical Union has been postponed until early in March. I am glad Abetti will be able to attend. Glad also to have some word of Cassinis. I have had no reply to the letter I sent him.

The complete records from Mizusawa, Japan, one of the latitude observatories on the same parallel as Carloforte, have been received here. They are being sent to Spencer Jones. The records from our two observatories will also go to Spencer Jones till he asks for some different arrangement.

The Japanese have published (in English) Vol.VIII of the definitive "Results" for the latitude service, covering the period 1922.0-1935.0. Steps are being taken to get the volume distributed to those interested.

The Russians have kept their latitude observatory going. It is at Kitab near Samarkand. I have not heard what luck Spencer Jones has had in getting the records forwarded.

You might pass on to interested Italians what little news there is in this letter.

Cordially yours,

1303

/s/ Walter D. Lambert.

2003

HEADQUARTERS ALLIED COMMISSION
Education Subcommittee
APO 394

ED/CWA/cc

ED/5B/1.0/AC

29 January, 1946

SUBJECT : Atlases for Italy.

TO : K. G. Collins,
144 Cathedral Street,
Glasgow, C.A.
England.

Dear Mr. Collins:

I apologize for my delay in replying to your letter of
12 November.

The vice president of the Italian publishers "Consortio",
Mr. Torani, a man in whom I have considerable confidence, tells me
that the atlas field is very adequately covered in Italy -- the atlas
publication industry is flourishing and up to date. Stores are well
stocked with atlases, as their sale was forbidden during the war.
Torani does not think you would find any market here for atlases
published in England.

The leading publishers and distributors of atlases in
Italy are the following:

1302

Casa Editrice Paravia - Torino
" " De Agostini - Novara
" " Vallardi Antonio - Via Stelvio, Milano
Touring Club Italiano - Corso Italia, Milano.

With best wishes, I am

Sincerely yours

CARLETON W. WASHBURN
Lt. Col., A.U.S.
Director of Education

WM. COLLINS SONS & CO. LTD.
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"Collins Limited Rand London"
Chairman: Wm. A. Collins

144 CATHEDRAL ST.
GLASGOW, C.4.

12th November, 1945.

KCC/MA.

Lt. Colonel C. W. Washburne,
Director of Education,
Headquarters Allied Commission,
Education Subcommittee,
Italy.

Dear Colonel,

Text Books for Italy.

Many thanks for your letter of 2nd November with regard to the question of printing Atlases for Italian schools. I would be very much obliged if you could find time to explore the matter more and suggest to me one or two names of Italian Publishers and Distributors with whom I could get in touch, and also, if possible, the names of one or two Italian Geographical Experts who could give me editorial assistance if I was later going ahead with the Italian Atlas.

I would be also interested to hear if there would be, later, any market for other educational books in English, i.e. English Readers.

Thanking you for the information you have already given me, and with best wishes.

Yours sincerely,

W. Collins

Managing Director.

1301

THE NEW EDUCATION FELLOWSHIP

Deputy Chairman
J. A. LAUWERYS,
London University, Institute
of Education

Hon. Treasurer
S. PERCIVAL MEADON,
C.W.E.

Secretary
CLARE BOWEN

Mr. Col. Carlsten T. Mathuram, A.M.S.,
Director of Education,
Headquarters Allied Commission,
Education Subcommittee, APO 394.

Dear Carlsten,

Mr. Lauwerys asks me to thank you for your letter of the 30th September and the accompanying notes. We have been working for a little while on a statement to be circulated among our Sections but it is not quite ready yet and I will let you see a copy when it is. Most of our Sections have been working very hard during the war and, as you know, the Section in France is a very lively one with a very enterprising committee and about 2000 members. In England also our membership is near the 2000 mark.

Mr. Billias is over here for a few days but soon leaves us to return to Sweden from whence he hopes to sail to the United States in November. I am so glad you had such a good time at Zurich and met so many of our old friends. When are you coming over here? On the 30th of this month we move to new premises: 1 Park Crescent, Portland Place, London, W.1.

I am sending you a packet of literature under separate cover which will show you more of the things which we are doing.

Yours sincerely,

1300

2005

HEADQUARTERS ALLIED COMMISSION
Education Subcommittee
APO 394

ED/CWW/cc

ED/5B/1.0/AC

3 January, 1946

SUBJECT : Anthology of English
literature.

TO : Mathis Fermor,
12 Abbey Road Mansions,
London, NW 8, England.

Dear Mr. Fermor:

Thank you very much for your letter of 1 November
with the bibliography. It was very kind of you to go to
this trouble and your suggestions will be most helpful.

With best wishes for a happy New Year, I am

Sincerely yours

1299

CARLETON W. WASHBURN
Lt. Col., A.U.S.
Director of Education

HEADQUARTERS ALLIED COMMISSION
EDUCATION SUBCOMMISSION
APO 394

ED/CWW/fm

ED/5B/I.O/AC

December 14, 1945.

Hon. Director
J.S. WILSON, Esq., O.B.E.
38 Buckingham Palace Road
London, S.W.1.

1298

Dear Wilson,

Thank you very much for your letter of November 26, 1945. As to Captain Meadows whom you mention in your letter, I look forward to seeing him when he comes to Rome. I am glad that he is doing such a fine piece of work. You may be sure that I shall do all I can to help him.

Regarding the premises on the ground floor of the old Castle at Bari to be used as a Scout Centre I have to take this up with the Monuments and Fine Arts Subcommittee which has agreed to discuss it with the Supt. of Monuments in the Ministry. I shall inform you about the result of the meeting as soon as possible.

Yours very sincerely,

CARLETON W. WASHBURN
Lt. Col., A.U.S.
Director of Education

HEADQUARTERS ALLIED COMMISSION
EDUCATION SUBCOMMISSION
APO 394

ED/CWW/fs

ED/5B/L.O/AC

14 December, 1945.

SUBJECT: Central Office, Latitude Service.

Dr. W. D. Lambert
Coast and Geodetic Survey
Washington D.C.

Dear Davis:

1. The enclosed correspondence is self-explanatory.
2. Apparently after I left Carnera he got to feeling very badly about having the Central Office taken away from him.
3. The new Minister of Public Instruction has been installed and I shall be seeing him in a day or two about getting an observer to Carloforte.

1297

CARLETON W. WASHBURN
Lt-Col., A.U.S.
Director of Education

HEADQUARTERS ALLIED COMMISSION
EDUCATION SUBCOMMISSION
APO 394

ED/CWW/fs

ED/5B/I.O/AC

14 December, 1945.

Subject: Central Office, Latitude Service.

Dr. W.D. Lambert
c/o American Express Co.,
6 Haymarket - London, S.W.1.

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1296

CARLETON W. WASHBURN
Lt-Col., A.U.S.
Director of Education

BEST COPY POSSIBLE

FOR ACTION W D LAMBERT CMA INTERNATIONAL UNION OF CHEMISTS CMA
CHURCHILL COLLEGE CMA OXFORD ENGLAND

9161

10 DECEMBER 1965

ROUTINE

RECEIVED 10

SUBJECT: LAMBERT OBSERVATION

OBSERVATIONS AT CHURCHILL WILL CONTINUE TO PASS TO W D LAMBERT CMA INTERNATIONAL
UNION OF CHEMISTS CMA CHURCHILL COLLEGE CMA OXFORD ENGLAND FROM THE NEW YORK
DISTRICT FOR RECENT NOT RECORDED TO NO OBJECTION TO SHIFT OF CENTRAL OFFICE TO
CHURCHILL IN TURN TO INTEREST POLICE CMA ALSO DATA TO CHURCHILL TO

1295

RECEIVED 10 DECEMBER 1965

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Record Copy to Replace Unstable Original
Property of the National Archives

FOR ATOMIC AIR HAROLD SHENKER JONES ONA ASTROLOGER ROYAL ONA

CHENKING ONA HILLAND

9179

10 DECEMBER 1945

RECEIVED

RECEIVED PD

SUBJECT LATITUDE QUERREY

CONSERVATION AT CANTONMENT WILL CONTINUE TO PUNCH TO STE H. HOLD SHENKER JONES ONA

ASTROLOGER ROYAL ONA CHENKING ONA ENLARGED FROM H. ALCON PARCH INCORPORATE NOT

INTEREST NOT REMOVED MD NO CANTONMENT TO SHIP OF CANTONMENT OFFICER TO CANTONMENT IN

TURIN PD LETTERS FOLLOW ONA ALSO DATA PD H. HENKERS 12

1294

FOR ACTION RE: HAROLD M. FROST JAMES ONA ASTROPHYSICAL ROYAL ONA

CHIEF OF THE ONA FIELD

9150

10 FEBRUARY 1945

RE: ONA

RE: ONA

SUBJECT: LATTITUDE CORRECTION

OBSERVATIONS AT CARLOS VILLAS WILL BE MADE TO THE HAROLD M. FROST JAMES ONA

ASTROPHYSICAL ROYAL ONA CORRECTION WILL BE MADE FROM THE ALON FROST JAMES ONA

REPORT NOT REQUESTED TO NO OBSERVATION TO BE MADE IN CENTRAL OFFICE TO CORRECT IN

THEIR NO LETTERS FOLLOW ONA ALSO DATA TO WASHINGTON

1294

RE: ONA

100001-236

HEADQUARTERS ALLIED COMMISSION
Education Subcommission
APO 324

ED/CSS/RS

MY/DR/1.0/NO

7 December, 1945

TO: Mr. W.D. Lambert
American Express Co.,
6 Regent St., London W1

Dear David:

I've just had a long conference with Prof. Arzelini, who signed the letter Spencer Jones had written to Abetti along the same lines as your letter to me. I have also been talking with Abetti on long distance.

The upshot is that all agree that Cecchini of Turin should be in charge of the Central Office, that the observations at Carloforte should be recommenced as soon as possible, and that Carrara should assume responsibility for these observations. I am flying to Naples tomorrow to talk with Carrara and try to persuade him to take the responsibility for Carloforte.

Prof. Arzelini says that calculations, etc., should and could be made in Rome, under Cecchini's general direction, by Prof. Mario Piccoli of the Istituto di calcolo of the National Research Council.

Carrara is almost seventy years old and due for retirement in the spring. Possibly Cecchini will be named in his place in Naples. For the present, however, it seems important to persuade Carrara to carry on the direction of Carloforte.

Later: Just got a telephone call from Arzelini. He has been at the Ministry and is assured the work at Carloforte will be resumed. The Minister wired the prefect at Cagliari to stop a proposed requisition of the building. A Prof. Castolano is at the observatory looking after things, but the Ministry agrees to send another astronomer promptly to make observations. It will take a month or so to get the instrument in Turin crated and transported back to Cagliari, but this will be done promptly.

I'm off to Naples and will report results on my return.

Cordially

Copy to Union of Geodesy and Geophysicists
Christ Church College,
Oxford, England.

CARLTON S. WASHBURN
Lt. Col. A.U.S.
Director of Education.

Sir Harold Spencer Jones
Astronomer Royal
Greenwich, England.

HEADQUARTERS ALLIED COMMISSION
Education Subcommittee
APO 394

ED/CWR/cc

ED/5B/1.0/AC

10 December, 1945

SUBJECT : Latitude Observations.

TO : Dr. W.D. Lambert,
International Union of
Geodesy and Geophysics,
Christ Church College,
Oxford, Great Britain.

Dear Davis:

I have just had a long talk with Prof. Carnera in his study at the Capodimonte Observatory, overlooking Naples Bay and Vesuvius. He's a fine old boy, and there's a lot to extenuate his seeming culpability. First, he's old - seventy. Second, his Observatory, where he also has his home, has until very recently been requisitioned and occupied by the Allies, this upsetting his living and working arrangements. Third, his family, because of the requisition and the danger in Naples, lived in Florence, leaving the old man to batch it alone, since he wanted to stick to his post. Fourth, communications have been extremely difficult and slow - even the money that Sir Harold sent didn't reach him until April of this year (but was most welcome). Finally, and most important, he has had an exasperating time trying to get help from the Ministry of Public Instruction - his assistants were not paid; the observer at Carloforte wasn't paid or confirmed in his job; the frequent promises of successive Ministers to send a regular ("di ruolo") astronomer to Carloforte have never materialized. It is easy for those who have smoothly running offices, regular payments for themselves and their help, access to efficient communications, and a stable, reasonably efficient government, to fail to realize the extent of the difficulties under which scientists have had to work in the midst of war, bombings, requisitions, poverty, and governmental debility and vacillation. Instead of being annoyed at Carnera, I find myself sympathetic and admiring.

Now, as to immediate and future plans:

1. The instrument for latitude observations has never been removed from Sardinia. The instrument sent to Turin was a

similar one, lent by the Observatory at Capodimonte. Apparently not only you, but the Ministry, Armellini, and Ahetti, were all mistaken about this. Everything is ready to continue observations and Carnera is eager to get them under way.

2. The observer, Castelano, reported by the Ministry to be at Carloforte, is here in Naples. The Ministry never confirmed his appointment and in due time he found that he could not continue to work without pay, and preferred to join his family in Naples and eat.

3. Castelano is competent and willing to continue the work if the Minister will appoint him so he can be paid. He is, however, "incaricato", not "di ruolo" - i.e., a professor employed (or employable) from year to year, rather than one who, having passed a "concorso" (civil service examination) is "di ruolo" - i.e., on the permanent civil service rolls. Carnera says that there should be a "di ruolo" professor at Carloforte, but that Castelano should continue there also, since, especially through the summer two men are needed, and since, now, Castelano knows the ropes and a new professor will have to learn them.

4. Carnera points out, as did Losurdo in Rome, the difficulty of getting good men to assume the job under the uncongenial conditions of Sardinia. He has certain remedies to propose to ameliorate the situation.

5. It was agreed that immediately on my return to Rome I will see that (a) Castelano is given a temporary appointment so he can resume his observations; (b) that a "di ruolo" professor is sent to Carloforte with the minimum of delay; (c) that a meeting is arranged between Carnera, the Ministry, and the National Research Council for systematizing plans and considering Carnera's proposals to make the Carloforte post more desirable.

6. The proposal to have calculating done in Rome on the machines of the National Research Council is not looked on with favour by Carnera. He says that unless the whole office was moved up there, including himself, the necessary controls could not be carried out effectively, and that data he needed would be often unavailable. He says it is not true that he has to calculate by logarithms - he has five electric calculating machines - I saw one of them. They aren't the most elaborate and complex machines, such as are available in Washington, but they are good, modern electric calculators and, according to Carnera, adequate for the work. If he can get pay for his operators and typists he can carry on perfectly well, he says.

7. As to the Central Office: I told Carnera with utter frankness, that you and Spencer Jones had great respect for him as a scientist, but none for him as a correspondent and executive. He was amused, and agreed. He is quite willing to have Cecchini in Turin take over the Central Office after the first of the year.

8. As long as the Education Subcommittee remains in Italy (which may be only two or three months more - who knows?) it was agreed that we would act as intermediaries to forward correspondence and data, and to keep after the Italian Ministry (with which we are in daily touch anyway). As a first step, I am forwarding to Spencer Jones, with a copy of this letter, a long letter from Carnera; and under separate cover a batch of data which Carnera now has ready - I'll ask the British Embassy to send these by diplomatic pouch if possible.

The reason the Education Subcommittee has been unaware of the difficulties and has taken no action till now is that we transferred jurisdiction of Southern Italy (including Naples) to the Italian Government a year and a half ago, and have had no Regional Education Officer in Naples. And neither you nor Spencer Jones nor Carnera realized that you could turn to us for help. This part of Italy not being under Allied Military Government, we have no direct responsibility; but the present situation, involving cultural relations between Italy and other countries, comes definitely into our sphere of action. While we last we are glad to help.

I am telegraphing Spencer Jones the essential facts of this letter so that you and he will be apprised of the situation while you are having your meetings in London.

Cordial greetings,

1290

CARLETON W. WASHBURN
Lt. Col., A.U.S.
Director of Education.

Copy to: Sir Harold Spencer Jones,
Astronomer Royal, Greenwich.

Care American Express Co.
6 Haymarket, London, SW 1.

HEADQUARTERS ALLIED COMMISSION
Education Subcommittee
APO 394

ED/CWW/cc

ED/5B/1.0/AC

10 December, 1945

SUBJECT : Latitude Observations.

TO : Dr. W.D. Lambert,
International Union of
Geodesy and Geophysics,
Christ Church College,
Oxford, Great Britain.

Dear Davis:

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Cordial greetings,

1257

CARLETON W. WASHBURN
Lt. Col., A.U.S.
Director of Education.

Copy to: Sir Harold Spencer Jones,
Astronomer Royal, Greenwich.

Care American Express Co.
6 Haymarket, London, SW 1.

HEADQUARTERS ALLIED COMMISSION
Education Subcommittee
ATO 394

ED/GWR/rz

ED/5B/1.0/AG

6 December, 1945

SUBJECT : International Latitude Service.

TO : Dr. W.D. Lambert
American Express Co.,
6 Haymarket, London SW1

Copy to Union of Geodesy and Geophysics
Christ Church College,
Oxford, England.

Dear Davis;

Your letter of 27 November has just reached me. The matter you discuss is definitely within my jurisdiction, and had you told me earlier of your difficulties I might have been of assistance. Much of the trouble may be due to the slowness and uncertainty of the civilian mail. Communications and money for Carrara, if sent through the Education Subcommittee by military post would have taken a small fraction of the time required for civilian conveyance, and we could have followed up failures to respond.

A year and a half ago when you wrote about Carrara, another officer in the Education Subcommittee was in charge of higher education, while I had elementary and secondary education. So I simply arranged for the other officer to see him - which he did three times - and to handle the matter you had raised.

Since 1 October, 1944, however, I have been Director of the Education Subcommittee and all phases of education came into my field. One of our major responsibilities is the relation between Italy and other countries in educational matters; so the present problem is definitely in our realm.

On getting your letter I went to see the geophysicist at the University of Rome - Prof. Lombardo. I have just come from his house. He tells me that while he is a member of the National Research Council and knows the situation in general, a Prof. Arzelini of the Royal Observatory at Monte Mario is closer to it. Arzelini doesn't answer his phone this afternoon, but I'll try to reach him in the morning. Prof. Colonnetti, president of the National Research Council, will also be concerned, but at the moment he is away from his house and office, at some meeting. I'll call him in the morning.

1286

- 2 -

The observatory at Carloforte is under the jurisdiction of the Minister of Public Instruction and he must have authorized the removal of the instrument to Turin. He, too, is not in his office, but I'll reach him in the morning. The trouble is that we're in the middle of a ministerial crisis, and I may have a new minister to deal with in a day or two. But new or old, he will be concerned.

I can't get to Naples tomorrow; but I'll try to fly down there Friday and see Carrara and get as much first hand information as possible.

Lucardo tells me that the difficulty in Sardinia is that no observer wants to stay there, isolated from libraries, other professors, or a general astronomical observatory - there is nothing to do but live uncomfortably and make latitude observations.

However, I'll put the matter up to the proper authorities and send you the results in a few days. I wish you'd given me a little more time - mail to London is slow and I may not be able to get information to you before you leave. I'll send a copy of whatever I write direct to Sir Harold Spencer Jones at Greenwich.

You speak of Abetti. He's tops. I've been able to help him considerably - getting photographic plates from Harvard for his telescope, getting him recent ephemerides, sending his reports to United States and England, etc. He's still at Florence (Arcetri). I haven't met Cassinis, and now have little occasion to go to Milan.

Best wishes to you, Davis. Have a good time in England!

Cordially

ORANTON W. WARREN
Lt. Col. U.S.
Director of Education.

1285

2023

HEADQUARTERS ALLIED COMMISSION
Education Subcommittee
APO 394

ED/JVV/rz

ED/5B/L.O/RO

20 November, 1945

TO : Mrs. Ada Rondoni
75 Carleton Hill
St. John's Wood
N.W. 3 LONDON.

Dear Madam,

Your daughters, Adele and Cangene, have requested this Office through the Ministry of the Public Instruction to get in touch with you.

They are both well and anxious to hear about you.

The last letter they received from you was that of the 9th September 1944, to which they replied.

This Office would be grateful to you if you could give us all the information you want about yourself, so as to enable us to pass to your daughters the requested information.

For the Director of Education:

J. V. VELLA
Captain
Executive Officer.

1284

2024

THIS COPY for use in case original is lost in Mail

FROM:—

Standard Telephones and Cables Limited

LOCATION NORTH WOOLWICH

6510/AWT.

18th October 1945.

The Director of Education,
Headquarters Allied Commission,
Education Sub-Commission of the Allied Commission,
A.P.O. 394,
U.S. ARMY.

Dear Sir,

We enclose herewith our letter which we
wish to send to Istituto Elettrotecnico Nazionale
Galileo Ferraris, Torino, and we trust that you
will ensure it reaching the correct destination.

Yours faithfully,
STANDARD TELEPHONES & CABLES LTD.,

S. T. Buen
S. T. BUEN,
Chief Transmission Engineer.

ENCL:
ELH.

1283

*Forwarded
5/11-45
aw*

2025

As COPY for use in case original is lost in Mail

FROM:—

Standard Telephones and Cables Limited

GLOCATION

57383

15th October 1945.

Istituto Elettrotecnico Nazionale Galileo Ferraris,
TORINO (116),
Corso Massimo d'Azeglio 42,
Italy.

Copy:

Director of Education,
Headquarters Allied Commission
Education Sub-Commission of
the Allied Commission.

4021-A Microphone. A.P.O. 394 U.S. Army

Dear Sirs,

We thank you for your letter of the 26th
September advising us that you sent one of the above
mentioned Moving Coil Microphones for repair in May
1940, but we very much regret that we cannot trace
receipt of this material.

You will no doubt appreciate that this micro-
phone was probably mislaid during transit to us owing
to hostilities.

Yours faithfully,

STANDARD TELEPHONES & CABLES LTD.

S. T. HUGH

S. T. HUGH, *if*
Chief Transmission Engineer.

FLH.

1282

2026

5B.10

Standard Telephones and Cables Limited

TELEPHONE NO.
ALBERT DOCK 1401



NORTH WOOLWICH
LONDON. E.16

OUR REF. 6510/AWT.

YOUR REF

DATE 18th October 1945.

The Director of Education,
Headquarters Allied Commission,
Education Sub-Commission of the Allied Commission,
A.P.O. 394,
U.S. ARMY.

Dear Sir,

We enclose herewith our letter which we
wish to send to Istituto Elettrotecnico Nazionale
Galileo Ferraris, Torino, and we trust that you
will ensure it reaching the correct destination.

Yours faithfully,
STANDARD TELEPHONES & CABLES LTD.,

S. T. DUER, *[Signature]*
Chief Transmission Engineer.

EMCL:
ELH.

1281

SL 1082 C 5H/10/42

FROM:

THIS COPY TO:

Standard Telephones and Cables Limited

COPY

6510/AST.

57298

18th October 1945.

Istituto Elettrotecnico Nazionale Galileo Ferraris,
 TORINO (116),
 Corso Massimo d'Azeglio 43,
 Italy.

Copy:

Director of Education,
 Headquarters Allied Commission
 Education Sub-Commission of
 the Allied Commission.

Dear Sirs,

4081-A Microphone. A.P.O. 394 U.S. Army

We thank you for your letter of the 26th
 September advising us that you sent one of the above
 mentioned Moving Coil Microphones for repair in May
 1940, but we very much regret that we cannot trace
 receipt of this material.

You will no doubt appreciate that this micro-
 phone was probably mislaid during transit to us owing
 to hostilities.

Yours faithfully,

STANDARD TELEPHONES & CABLES LTD.,

S. T. BURR, *S.T. Burr*

Chief Transmission Engineer.

F.L.H.

1235

HEADQUARTERS ALLIED COMMISSION
Education Subcommission
APO 394

ED/CWW/rg

ED/5B/4.0/AC

8 October, 1945

SUBJECT : Representation of Italy in
Council of Ministers.

TO : Dr. Grayson Kiefauver
U.S. Embassy, London, England
(copy to State Dept, Washington, DC).

Dear Grayson:

In the Council of representatives of Ministers of public instruction meeting in London in regard to international educational problem, Italy, as you know, has not been represented.

Since Italy, long ago, became a cobelligerent with the Allies, and since the present Italian Government has been recognized diplomatically by the Allies, the omission of Italy from the council is unjustifiable.

Furthermore, Italy as the country which was first partially liberated, and with two years' experience in reconstruction in the southern parts, has much to contribute to the council, as well as much to learn from the other members.

From every point of view it is highly desirable that Italy be represented. The Minister of Public Instruction, as distinguished a man as you will find in this post in any country, informally approves my writing to you in this regard - he cannot very well ask to be invited.

I hereby officially request that Italy be invited to send a representative to the forthcoming meeting of the council in London.

Sincerely yours

CARLETON W. WASHBURN
Lt. Col. A.U.S.
Director of Education.

1279

HEADQUARTERS ALLIED COMMISSION
Education Subcommittee
APO 394

ED/CNW/ams

ED/58/1.0/AC

4 October, 1945

SUBJECT : Transmittal of letter.

TO : Standard Telephones &
Cables Limited North Woolwich,
London N.16.

1. The enclosed letter is self-explanatory.
2. Your reply may be sent under cover addressed to the Education Subcommittee of the Allied Commission, APO 394 U.S. Army.

CARLETON W. WASHBURN
Lt. Col., A.U.S.
Director of Education.

HEADQUARTERS ALLIED COMMISSION
Education Subcommittee
APO 394

ED/OW/ams

ED/58/2/42

21 September, 1945

SUBJECT: Anthology for Italy.

TO: Editor Times Literary Supplement,
London Times,
London, England.

The Education Subcommittee of the Allied Commission in Italy, as part of its Culture Relations Program (and often in collaboration with the British Council and the Cultural Relations Division of the American Embassy and the United States Information Service), is attempting to make available to Italians British and American thought, experience and culture.

As one aspect of this undertaking we wish to be helpful in regard to a project of one of Italy's leading publishers (Dante Alighieri) who plans to publish an anthology of leading twentieth century British and American writers, primarily in the field of fiction, and especially amusing fiction - both short stories and excerpts from books.

We have been asked to suggest the authors who should be represented, and which of their works would be best to include. Not being expert in this field we turn to you for advice.

Would you be willing to list for us something like twenty or thirty British writers, since 1900, and for the most part contemporary, whom you would consider representative of the best in fiction writing? It would be helpful, in the case of authors of books, if you would name the book of each which, for our purpose, would be his best. In the case of authors of short stories, the name of one or two of the best, and where they can be found, would likewise be very helpful.

The publisher plans this book for use both of the general public, and in advanced English courses in secondary schools and universities. He wants to get away from the past emphasis on English classics, and give the students the realization that it is fun to read works in the English language. He feels that they will be especially tempted by stories and passages which have humor or amusing incidents.

Another part of the anthology will give some of the more classical writings; and a third part will give samples of contemporary journalism. But it is not for these that we are asking your help.

- 2 -

There is, however, one more piece of advice for which we would be grateful. What are the two or three best collections of contemporary short stories in English?

We do not want to impose on you in asking for assistance in this project; but the cultural rehabilitation of war-torn countries in Europe is a matter in which we feel sure you share our active interest. This cultural rehabilitation will be aided by a knowledge of our cultures, and a familiarity with our language. In complying with this request, therefore, you will be rendering an important international service.

Sincerely yours,

CARLTON W. WASHBURN
Lt. Col., A. U. S.
Director of Education.

1276

HEADQUARTERS ALLIED COMMISSION
Education Subcommittee
APO 394

ED/CWR/ams

ED/5B/2/10

20 September, 1945

SUBJECT : Anthology for Italy.

TO : Professor of English Literature,
Oxford University,
Oxford, England.

The Education Subcommittee of the Allied Commission in Italy, as part of its Culture Relations Program (and often in collaboration with the British Council and the Cultural Relations Division of the American Embassy and the United States Information Service), is attempting to make available to Italians British and American thought, experience and culture.

As one aspect of this undertaking we wish to be helpful in regard to a project of one of Italy's leading publishers (Dante Alighieri) who plans to publish an anthology of leading twentieth century British and American writers, primarily in the field of fiction, and especially exciting fiction - both short stories and excerpts from books.

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Sincerely yours,

CARLETON W. WASHBURN
Lt. Col., A. U. S.
Director of Education.

1274

50/11.5 / 7
4th
Copy

Conference of Allied Ministers of Education
Chairman: The Rt. Hon. S. A. Butler, M.P., Minister of Education of
Great Britain

Commission on Inquiry on Special Educational Problems in
Liberalized Countries

Director: J. A. Lauwerys

3-5 Palladium Square
London E.C. 4
Telephone: Central
6461-

3rd August, 1945

Dr. Elisabeth Rotten
"Evolution"
Basel
Manton, Bern
Switzerland

Dear Doctor Rotten,

I read with very great interest and pleasure the letter
that you sent to Clare Soper. As it happens, I hope to be able to go
to the Conference organised by the Study Weeks for Child Victims of
the War, arriving in Switzerland on or about 10th September. I have
long been acquainted with your name and writings, and have often
desired to know you personally. It is glad that it looks as though
there will be, in the near future, the prospect of making personal
contact.

Yours very sincerely

(signed) Joseph Lauwerys
Director

I expect you know that I have been acting as Deputy-Chairman
of the WRA.

1270

HEADQUARTERS ALLIED COMMISSION
Education Subcommittee
APO 394

ED/tjr/ams

ED/5B/1.0/AG

Tel. 489081-236

SUBJECT: Return of enclosed letter.

8 June, 1945

TO : Robert Kilian Brady,
Saint Edward's College,
Malta.

1. The enclosed letter was referred to this Subcommittee for transmittal to Professor concerned.
2. We are sorry to report that the whereabouts of the Professor is not known and before further investigation, it is requested that you furnish complete information, i.e., initials, etc.

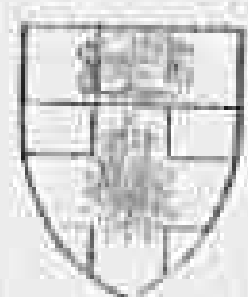
For the Director of Education:

J.V. VELLA
Captain
Executive Officer.

(Letter addressed to Professor Sankar)

1272

2036



UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

Temporary address for all departments except Colonial Department

42, Portman Square, London, W.1

Telephone: W21beck 370-175

Colonial Department

Livingstone House, Broadway, London, S.W.1

Telephone: ADley 5406

23rd March, 1945.

Dear Sir,

The Librarian has handed your letter of the 6th March to the Director of the Institute, Sir Fred Clarke, and as Sir Fred has just left for South Africa he has asked me to reply to it.

We are very interested in the plan you are working on to institute an Institute of Education and a Department of Comparative Education in the University of Rome, and should be most grateful if you could keep us in touch with what you are doing. If we can be of any further help to you I hope you will let us know.

Yours faithfully,

Kathleen Vahan Smith

Secretary, Oversea Division.

Major F.F. Gregory,
Regional Education Officer,
Allied Military Government,
Region Lazio Umbria,
Division Education,
APO 394

*if necessary to be
del Centre della
Roma sede 1271
Dovera (Portina)
di Amm. della
Lazio Umbria
et per via della
Roma.*

X.5710

Your Ref: 22/3/1.10/30

8th January, 1945.

Major Carleton W. Washburne, AUS.,
Director of Education,
Headquarters Allied Commission,
A.P.O. 354.

Dear Sir,

I have received your letter of December 21st regarding the Italian National Commission which is studying the possible reorganization of engineering education in Italy. I shall be glad to provide you with as much information and assistance as possible.

I am sending you separately by air mail copies of the following documents:-

- 1) The current Regulations for the Associate Membership Examination (March 1944),
- 2) The revised Regulations for the Associate Membership Examination which come into force in October 1945,
- 3) The following sets of specimen examination papers:-
Papers set in November 1943
Papers set in May 1944
Specimen papers for Joint Section A
Specimen papers for Electrical Engineering in Section B,
- 4) The First Report on Education and Training which was issued in April 1943 and which provides a survey of the existing facilities for the education and training of electrical engineers,
- 5) The Second Report on Education and Training which contains proposals for the future development of part-time further education at technical colleges in this country,
- 6) A note on education and training for electrical engineers.

I shall be glad to send you further copies of any of these documents which you think might be helpful to the Education Sub-Commission.

Yours faithfully,

W. Washburne
Secretary.

1270

2038

Declassified E.O. 12356 Section 3.3/NND No. 785016

BY AIR MAIL

AIR LETTER

IF ANYTHING IS ENCLOSED
THIS LETTER WILL BE SENT
BY ORDINARY MAIL.

Major Carleton W. Washburne, AUS.,

A/Director of Education,

Headquarters Allied Commission,

A.P.O. 374.

American

First fold here

Second fold here

To open cut here

Sender's name and address-

The Institution of Electrical Engineers,

Savoy Place,

London, W.C.2.

To open cut here

2039

HEADQUARTERS ALIEN COMMISSION
Education Subcommittee
AEC-394

ED/OSR/ana

ED/OSR/ana

21 December 1944

SUBJECT: Engineering Education.

TO:

1. An Italian national commission, composed of professors of engineering schools, representatives of the Ministry of Public Instruction and representatives of engineering societies, is studying the possible reorganization of engineering education in Italy.
2. This country having been cut off from contact with American and British thought and experience in all fields of education, the commission has asked us to obtain information regarding all phases of administration, curriculum, pre-requisites, and methods of instruction in British and American schools of engineering.
3. As you probably know, Italy has been more completely devastated than any country (with the possible exception of parts of Russia) during the war. The problems of reconstruction are enormous, and well trained engineers are essential.
4. You are, therefore, requested to send us as soon as possible, the catalogues of your institutions, and any other literature or data which you believe might be of help to these people in the vitally important work they are undertaking.

CARLETON R. WARDLAW
Major, AUS
A/Director of Education.

1265

Dean of the Faculty of Engineering

1. Cambridge University
2. Sheffield University
3. Liverpool University
4. Glasgow University
5. Leeds University
6. Manchester University
7. Birmingham University
8. Cardiff University
9. London University

-
1. Institution of Civil Engineering
Great George Street
Westminster
 2. Institution of Mechanical Engineering
Storeys Gate
 3. Institution of Electrical Engineering
 4. Institution of Structural Engineering.

2041

Kib

HEADQUARTERS ALLIED COMMISSION
Education subcommission
APO 394

ED/JVV/rh

ED/56/1.0/AC

12 December, 1944

TO : The Director of Civil Affairs,
The War Office,
Hotel Victoria,
Northumberland Ave.,
London W.C.2.

Reference is made to your note J.V.V./R/95 of the
15th of October, 1944.

The package containing a copy of "Educcion de Fitopatologia
agricola de la Orana" has been forwarded to Prof. Trotter
of the University of Napoli at Portici (Naples).

For the A/Director of Education:

J.V.VELLA
Captain
Executive Officer.

1267

HEADQUARTERS ALLIED COMMISSION
Education Subcommittee

10/30/44/rh

Conf/le
30/7C/544/AC
A.O. 394
15B/10/AC

12 December, 1944

TO : Regional Commissioner,
Southern Region Bd.

Attention - Major Murphy,
Zone Education Officer.

SUBJECT : Copy of "Estacion de Fitoatologia Agricola
de la Corona".

The Director of Civil Affairs, the War Office,
London, has asked this office to forward the enclosed package
containing a copy of "Estacion de Fitoatologia Agricola
de la Corona" to Prof. Trotter of the University of Naples.

Will you be good enough to forward it to him?

J.V. VERA

Captain

Executive Officer.

1286

To.— Abbey 1872 Ext 330.

Any further communication on this subject should be addressed to —
The Under-Secretary of State,
The War Office
(as opposed to),
and the following number quoted.

C.A.2/DM/95

Your Reference



THE WAR OFFICE,
Hotel Victoria,
Northumberland Ave.,
London W.C.2.

19th October, 1944.

Sir,

I am directed to state that the enclosed package containing a copy of "Estacion de Fitopatologia Agricola de La Coruna" has been received from the British Council.

I am to request that you forward this package, which has been passed by the Censor, to Professor Trotter at Portici (Napoli).

I am,
Sir,

Your obedient Servant,

W. J. Shapley

Director of Civil Affairs.

The Director,
Education Sub-Commission,
Allied Control Commission for Italy,
A.P.O. 394.

1265

BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE
COMMITTEE ON POST-WAR UNIVERSITY EDUCATION

REPORT

On University Entrance Scholarships in England and Wales

UNIVERSITY Education after the war, and the rehabilitation of universities destroyed or injured during the war, were among the important questions raised at the Conference on Science and World Order, held in September 1941, by the Division for the Social and International Relations of Science.

A Committee was subsequently appointed to consider and report upon these matters. It consists of Dr. J. C. Maxwell Garnett, C.B.E. (Chairman); Prof. F. E. Weiss, F.R.S., and Mr. A. Gray Jones (Joint Hon. Secretaries); Prof. René Cassin (France); Dr. Jaroslav Cisar (Czechoslovakia); Prof. W. E. le Gros Clerk, F.R.S.; Mr. Willard Connely (U.S.A.); Prof. Sir Alfred Egerton, Sec. R.S.; Dr. A. P. M. Fleming, C.B.E.; Miss M. R. Gale; Prof. S. Glaser (Poland); Prof. Milan Grol (Yugoslavia); Mr. J. L. Henderson; Mr. C. W. Judd; Mr. P. R. Morris, C.B.E.; Prof. Sir J. L. Myres, F.B.A.; Dr. J. van Ormondt (Netherlands); Prof. Alexandre Photiades (Greece); Dr. R. Priestley; Mr. Dennis Routh; Dr. H. M. Sinclair; Prof. A. Sommerfeld (Norway); Prof. Jean Timmermans (Belgium); Dr. C. H. Waddington; Dr. Yuen-li Liang (China); Sir Alfred Zimmern; together with the President and General Officers of the British Association, and the following members of the Executive Sub-committee of the Division for the Social and International Relations of Science: Mr. Ritchie Calder; Dr. C. H. Desch, F.R.S.; Prof. P. Sargant Florence; Prof. A. V. Hill, M.P., Sec. R.S.; Dr. J. S. Huxley, F.R.S.

A preliminary report from the Committee was printed in *The Advancement of Science*, No. 7, in October 1942. Further reports on the following subjects are now complete or approaching completion: Universities and Adult Education; British Universities' Finance; Education for the Public Service; and Universities and the Education of Teachers. Two sub-committees, under the chairmanship respectively of Professor Timmermans, of the University of Brussels, and Professor Glaser, of the University of Vilna, are continuously at work on problems concerning students and staff as well as on the rehabilitation of material, apparatus and books for teaching and research, in the war-area universities.

Here we treat of the three main kinds of entrance scholarships, including exhibitions and maintenance allowances, to English and Welsh universities: open scholarships and exhibitions offered by the universities or their constituent colleges, state scholarships, and grants given by local education authorities. The scholars become undergraduates: men or women reading (as internal students) for a first degree.

'Teachers in training,' who have undertaken to become teachers as a condition of receiving a grant in aid of their university education, are not among the scholars with whom this note is concerned. Other emoluments outside the scope of this paper include close scholarships and exhibitions, school exhibitions, City Company grants, diocesan grants and Kitchener Scholarships.

Among the materials used are the following publications:—

- A. The University Grants Committee's *Return from Universities and University Colleges* 1938-39.
- B. *Education in 1938* (Cmd. 6013), being the Report of the Board of Education for that year.
- C. *The Higher School Certificate Examination*, being the Report of a panel of investigators appointed by the Secondary School Examinations Council to inquire into the eight approved Higher School Certificate examinations held in the summer of 1937.
- D. University Calendars and notices of college scholarships and exhibitions.
- E. Regulations of Higher School Certificate examinations.

A survey of these and other printed papers as well as of further information kindly supplied by university and college authorities, by county education officers and by the Board of Education, led the Committee to certain conclusions. They relate to the years immediately preceding the second world war. These conclusions, embodied in a draft of this second Interim Report, were communicated to a number of persons and organisations whose comments have been of the utmost value to the Committee and have led to many changes

Price 6d.

Committee on Post-War University Education

in the original draft. The Committee is deeply indebted to all who have thus placed at its disposal their great experience as dons or schoolmasters or administrators of education.

The present Report is divided into four parts. The first inquires whether the supply of scholarships in 1938-39 was adequate in value and in number, and whether it was fairly distributed among candidates from different parts of the country or from schools of different types. The second outlines methods used for selecting scholars. The third part reviews the effect of the scholarship examinations upon the work of the upper forms of secondary schools. In the fourth part some reforms are suggested.

I. THE SUPPLY OF SCHOLARSHIPS

(a) *Value.*—The value of the entrance scholarship, or scholarships, held by an undergraduate at Oxford or Cambridge in 1938-39 was not always (and, at other universities, not usually) sufficient, along with his other means, to cover his fees and all the rest of the expenses he must incur in order to get the full benefit from membership of his university. There was, of course, no question of providing the poor scholar with further funds so that he could contribute to the income of his family as if he were earning. Even the poorest family may reasonably be expected to defer benefiting from the earnings of one of its members who has won the distinction of a university career and may thus, in the long run, become much better able to help them all.

An able man or woman might win an open scholarship from a college or university, a state scholarship, and a grant from a local education authority, and might hold all these awards together. At Oxford and at Cambridge the amount of money he would receive would be adjusted to his estimated needs by a Central Scholarship Committee. The maximum value of the open scholarships offered by any of the colleges at Oxford or Cambridge, or by any other university, was £100 a year. The state scholarships covered fees together with a maintenance allowance of, at most, £100 a year. Some local education authorities gave grants of whatever value they regarded as necessary.

An undergraduate at Oxford or Cambridge generally needed at least £220 a year, but that would not be enough in some subjects or, maybe, at some colleges. For a man taking one of the most costly subjects at Cambridge, fees and dues might amount to £90 a year, and an income of £300 a year would hardly suffice for him to enter fully into the life of his college and university and to live quietly at home when not in residence. Something beyond these minima would be required to enable an undergraduate to go abroad and meet foreign students during vacations: such meetings will be more important than ever after the war. If he possessed no private means and his family could contribute nothing, the whole of his £220 to £300 a year would have to come from scholarships. In such a case the normal practice of the Board of Education was to allow a state scholar to receive, in addition to his fees, a maximum income of £175 for his maintenance at college and a further £25 to cover his board and lodging at home during the vacations. Of this maximum, the Board itself would contribute up to £100. Thus the impecunious state scholar might receive £200 a year in all besides his fees and dues. His total emoluments would then amount to £245 or even £290 a year. Even so, a

man coming into residence for the Long Vacation at Cambridge would sometimes feel a pinch. Broadly speaking, however, the poor scholar who won an open scholarship, a state scholarship and a grant from his local education authority had enough money to take his full share in the life of his college and university. Less well off was the man whose family could contribute something but not as much as the Board reckoned that it ought to give: the Board did not ordinarily make any grant in aid of fees or maintenance where the parents' income exceeded £1,000 a year. And it was only a very exceptional man—2.7 per cent. of Oxford freshmen in 1941—who held all three kinds of scholarship together (*O.U. Gazette*, February 2, 1942).

(b) *Number.*—The number of scholarships awarded by the universities or their colleges, by the state, and by the local education authorities in 1938-39 seems to have been sufficient for every candidate who stayed at school until the age of eighteen, was likely to take a first-class honours degree, and needed the money. But it may not have been enough to prevent other men and women, who, although not intellectually qualified to obtain a first-class honours degree, were yet worthy of a university education, from being deprived of it for no other reason than that they could not afford to pay for it. And if, as we hope, adult education becomes much more widespread after the war, there should be an increase in the number of university entrance scholarships offered without an upper age limit.

Among state scholars who graduated in 1938, 49 per cent. of the men and 22 per cent. of the women obtained first-class honours degrees. Of the 286 holders of college scholarships—mostly open scholarships—who took Honours Schools at Oxford in 1938, 73 (or 25.5 per cent.) obtained firsts. But 77 per cent. of the winners of open entrance scholarships and exhibitions at Trinity College, Cambridge, in 1935-6-7-8 got firsts in their Triposes. (Here a first in an Honours School at Oxford includes a first in Honour Mods., and a first in a Cambridge Tripos includes a distinction in Part III of the Mathematical Tripos and a first in any subject in Part I of the Medieval and Modern Languages Tripos. Both at Oxford and at Cambridge 14 per cent. of all those examined got firsts in 1938.)

In 1938-39 approximately one-sixth of the 3,672 undergraduates entering Oxford and Cambridge for the first time won open scholarships or exhibitions from their colleges. Roughly another sixth held state scholarships or local authorities' grants, or both, without open scholarships. Two-thirds of the men (but less than half of the women) among the state scholars who came up to Oxford

Committee on Post-War University Education

in 1941 had also won open scholarships (*Oxford University Gazette*, February 2, 1942). Thus at least one-third of the Oxford and Cambridge undergraduates held entrance scholarships of one kind or another, apart from those scholarships, school exhibitions, and grants made by the state to so-called 'students in training.' The proportion of undergraduates who entered other English and Welsh universities as freshmen holding state or local authorities' grants in 1938-39 may be put at one-third in the case of London (internal students at Bedford, King's, Queen Mary, Royal Holloway, University and Westfield Colleges), at one-seventh for the Welsh university colleges, and at one-twelfth for the English provincial universities. It is safe to reckon that the proportion of holders of open scholarships at these universities was less than that of state and local authorities' scholarships taken together.

(c) *Distribution*.—Although a candidate's chance of winning an open scholarship or a state scholarship did not directly depend upon the particular part of the country in which he or she happened to live, the same was not true of grants given by county and county borough councils. The number and value of these grants and the methods of selecting the recipients varied considerably from place to place. For instance, while the population of the County of London was about 10 per cent. of that of England and Wales, about 15 per cent. of the 5,000 University students who held local education authorities' senior scholarships came from London, and about 16 per cent. of the £300,000 spent by local education authorities on senior scholarships in 1938-39 was spent by the London County Council. It cannot be said that this system afforded equality of opportunity to equal students from different parts of the country.

Nor was there equality of opportunity to pupils from different types of secondary school who competed for university entrance scholarships, whether open scholarships or state scholarships or grants given by local authorities. For instance, in 1933-34, out of 558 open scholarships, including exhibitions, awarded by Oxford and Cambridge colleges to schoolboy candidates, 274, or 49·10 per cent., were won by boys from those Public Schools where over 50 per cent. of the pupils were boarders or, where this was not the case, in which the tuition fees exceeded ten guineas a term; and only 58, or 10·39 per cent., by boys from these 'Grammar Schools' which were not Public Schools but were largely self-governing although they received grants in aid either direct from the Board of Education or from the local education authorities. Yet there were twice as many boys in these 'Grammar Schools,' but not of course twice as many boys over sixteen or aiming at a university education, as in these Public Schools. The remaining 40 per cent. of the 558 open scholars and exhibitioners came from Public (Day) Schools such as the Manchester Grammar School, with fees below thirty guineas a year or from secondary schools wholly or largely maintained by local education authorities (Hogben, *Political Arithmetic*, pp. 423, 425, 431).

The disproportion between the numbers of open scholarships won by different types of secondary school is not surprising since, at a

Public School, the education given to the average day-boy might cost the Governors more than £70 a year, as it did at St. Paul's, while the cost in the average Grant List secondary school¹ was less than £29 a year. Consequently, St. Paul's was able to provide teaching of a university standard in Classics, Mathematics, Natural Science and History for two or three years before its boys went in for open scholarships at Oxford or Cambridge. How different is this from the situation in the sixth forms of many Grant List secondary schools where it has been difficult to provide the necessary staff to deal with many groups of pupils all working with different objects in view; where 'apart from the scholarship pupil, three distinct groups, each deserving separate treatment, are commonly found in the Sixth Form—one year course pupils with no examination in view, first year Higher School Certificate pupils, and second year Higher School Certificate pupils'—and where, in Mathematics, 'except in the largest schools the number of pupils in any one group will be small and groups cannot be taken alone for the requisite number of periods unless the rate of staffing is extravagant' (Board of Education, *Educational Pamphlet No. 114*, being a report by His Majesty's Inspectors on *The Organisation and Curriculum of Sixth Forms in Secondary Schools*, 1938). It is precisely this 'extravagant' staffing which makes the great difference between the sixth form work of Higher Secondary Schools, like the best Public Schools, on the one hand, and of ordinary or average secondary schools on the other.

II. METHODS OF SELECTION

At Oxford and Cambridge, and at some but not all of the other English universities, open scholarships and exhibitions were awarded, in the main, for promise rather than for performance, and for excellence in a deeply studied specialty rather than for doing moderately well in two or three distinct specialties studied less deeply. The selectors to open scholarships were not so anxious to discover what the candidates knew as what they could do with what they knew. That meant testing *deep* study, which is qualitatively different from *wide* study; and doing so by means of problems and questions demanding original discussions rather than by asking for the repetition of bookwork or the reproduction of a catalogue of facts. Some college scholarship examinations, however, expected an excessive amount of knowledge, particularly of certain departments of natural science. Questions have often been asked which would only be proper in an examination for a university degree. On the other hand, a few universities and colleges of university rank held a scholarship examination of a general kind, which did not involve deep study of any special subject.

Every candidate for an open scholarship is interviewed, however informally, by a college tutor.

¹ *Id.*, a school recognised by the Board of Education as eligible for grant under the Regulations for Secondary Schools. Some of these schools are provided by the local authority (county or county borough), others are aided but not provided by that authority, and others again receive direct grants from the Board.

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Some colleges pay attention to the temperament and out-of-school activities (by no means confined to games) of every boy¹ who reaches scholarship standard in the formal examination. Other colleges take no account of these matters in awarding scholarships; and, even when they would like to know what the candidates do at games, do not feel justified in asking them. Very few colleges find it possible to form any reliable estimate of character at the interview.

The award of the 360 state scholarships offered in 1938-39 (B., p. 184) was based upon the Higher School Certificate examinations conducted by eight approved examining boards. The grants given by local education authorities were four or five times as numerous as the state scholarships, and 118 out of 146 authorities in England and Wales took account of the results which applicants had obtained in the Higher School Certificate examinations (C., p. 43). These examinations are designed to test the result of the next two years' work in the sixth forms of secondary schools after passing the School Certificate examination. In the main, therefore, the award of state scholarships, and of the senior scholarships of at least the thirty-eight authorities who followed the recommendations of the Higher School Certificate examiners, depended upon the performance rather than upon the promise of candidates. But this difference between the selection of open scholars, on the one hand, and of state and local authority scholars, on the other, is tending to diminish as special scholarship papers become more usual in the Higher School Certificate examinations (C., p. 31). The examining bodies are fully aware of the incompatibility of the two aims, of examining the ordinary candidate, on the one hand, and the selection of scholars, on the other (C., p. 31).

Another difference tends, however, to increase. While most of the examining bodies followed the Oxford and Cambridge colleges in selecting scholars for any signs of distinction they showed in one subject, at the same time taking into account performance in other subjects, 'one large examining body expressed a preference for the all-round candidate' (C., p. 20); but 'this all-round candidate' is not one who showed wide general knowledge so much as one whose specialisation had been divided between two or three separate fields. It would seem that, on the whole, deep study in one undivided field counted for less, and shallower study of two or three separate specialisms counted for more, in the award of state scholarships, and of many local education authorities' grants, than in the competition for open scholarships.

While, however, the Higher School Certificate examinations generally look for less concentrated study of the deeper sort, they are also, for the most part, less concerned than the examinations for open scholarships with wide general knowledge, as distinguished from specialisation in two or three separate fields. Both at Oxford and at Cambridge candidates for open scholarships are required to

answer a General Paper¹ and have an opportunity of translating passages from Greek, Latin, French and German; and, at Cambridge, most candidates have to write an English essay, although many colleges at present pay little attention to the essays and general knowledge. But candidates, including scholarship candidates, taking the Higher School Certificate examination of some of the examining bodies, answer no General Paper, need write no English essay, and, in the case of candidates in mathematics and general science, are not required to show any knowledge of foreign languages (although most of them have passed the School Certificate examination in at least one foreign language two years earlier).

The examiners for Higher School Certificates do not attempt to estimate the moral or social qualities of the candidates whom they recommend for state scholarships or for the grants of local education authorities. The candidates for state scholarships are not interviewed; and, while schools sending candidates to the examinations are invited by the examining bodies to submit the school records of those candidates, these records are not expected to go beyond the relative merits of each boy or girl in each subject offered for the examination, and they are only taken into account in doubtful or 'borderline' cases (C., p. 29). But some local education authorities attach considerable importance to interviews and to school records when making their own awards (C., p. 40). Most of the provincial universities—notably Birmingham and Leeds—make a practice of interviewing state scholars and holders of local education authorities' awards before admitting them as undergraduates.

III. SIXTH FORM WORK

One of the great defects of present-day education in England and Wales is the excessive concentration of the upper forms of secondary schools upon the deep study of one or more specialties, to the neglect of the wider study of the world as a whole. However expert some of the boys and girls are destined to become in their individual vocations, they are all going to belong to their national and international communities. They must be educated for their common life as citizens as well as for their special functions of whatever kind, for their leisure as well as for their work. They need to be fitted for their whole environment, spiritual, social and material. The profound study of a specialty is indeed an essential part of sixth form work, both as a preparation of the intellectual élite for high honours in the university and as a strenuous intellectual discipline giving to the whole sixth form the sense, so dear to later adolescence, of doing a real man's job. But every sixth form should seek to link up 'everything of something' with 'something of everything'.

It is not unjust to say that the universities and those who formulated the present Higher School Certificate examinations are primarily responsible for the failure of so much advanced secondary education to cultivate a wider outlook on life as a whole. Their influence in this respect has been

¹ This applies at present to candidates in some only of the subjects in the scholarship examination of the Cambridge women's colleges.

¹ Candidates for most, but not for all, of the entrance scholarships awarded by Oxford and Cambridge colleges in 1938-39 had to be under 19 years of age on December 1, 1938. This age limit did not apply to exhibitions, or to scholarships at the women's colleges.

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of two kinds. They have imposed upon the schools a specialist curriculum through their systems of selecting scholars. They feed to the schools too high a proportion of specialist teachers. This last shortcoming is bound up with, and is perhaps an inescapable corollary of, the present scholarship system.

The scholarship system, as at present devised, is acclaimed by its supporters as being well formed to catch the budding genius. This need not be denied. Our contention is that this can be done without harming (as the present system does) a large majority of the scholarship candidates, running altogether a percentage which, though perhaps small, is by no means negligible, and failing to catch some first-rate material.

The boy who is not of exceptional intellectual quality, if he is to obtain a scholarship of sufficient value to-day, must often neglect everything else for purely academic work. From the age of 14 or 15 he specialises in his main subject or subjects to the exclusion of all others. If he is going in for a university scholarship examination, he concentrates upon one major specialty; if he proceeds through the Higher School Certificate, he may instead take two or three minor specialties. In either case his interest is likely to be unduly narrow. If he is a classical scholar he may be entirely ignorant of the elements of science; and if he is a science scholar he may be ill-equipped in modern languages—important for his later studies—and, what is worse, be woefully lacking in power of literary expression. Commonly, he takes little or no active part in the extra-curricular activities or the social life of his school. He often works at home under conditions that lower his standing, cripple his body, and warp his mental outlook. What personality he has, tends to be crunched out of him. He too often becomes a mediocrity in everything but intellect. Too often also he is, by the time he reaches the university, intellectually stale. He has been fed, in many schools very indifferently, by much specialized knowledge which he would have learned much more intelligently at the university stage. He finds his first year's work there a boring repetition of what he has already covered at school. If he has been selected through the Higher School Certificate, he has been subjected to a process which has placed a premium on absorptive processes. He finds himself totally unfitted to play an average part in university social activities. When his university course is completed, he is unable to play a distinguished part in the outside world. Indeed, he is fortunate if he proves adequate to the day-to-day experiences, and equal to the daily social contacts, of a routine job in life.

The effect of the present scholarship system upon the social life of the school is equally deleterious. The system concentrates the attention of the masters unduly upon the more brilliant five per cent. at the head of the class, which is bad both for masters and for boys. Its effect upon the boys who reach the sixth form but who fail to obtain scholarships may be disastrous, for it leaves them with a sense of failure at the outset of life. This is the more serious in that this particular disability often affects boys much more worth while than many of the successful candidates.

In some degree this is a new problem. It is certainly one of increasing gravity. Half a century ago, university education was the prerogative of a privileged class. Very few women reached the university at all. Undergraduates came mainly from homes with wealth and position, or from the professional classes. The poor scholar was the exception. It was natural that the older universities differentiated sharply between the future leader of society or of industry, who was likely to stand or fall by character, personality, influence, or social gifts, and whose avenue to a degree was made easy in order to give him a chance to profit by the social and athletic life of the university, and the future civil servants, parsons, professional men, academicians and experts, for whom the Honours Degree was evolved less than two hundred years ago. It was equally natural that the first poor scholars should be selected on grounds of intellectual promise and intellectual attainment only, in order to recruit the latter class, for which the then prevalent method of assessment of scholarship and the specialised honours course catered well enough.

All except those few exceptional scholars—and a majority of these also—came from homes with higher than average standards of character and culture. In the last half century the scene has completely changed. To-day, a high proportion of scholars come from poor homes where material standards are low and culture undeveloped, and where conditions for study are bad. This deterioration in conditions is a by-product of one of the most praiseworthy ideals of the present age, namely, the ideal of equality of educational opportunity for all. The ideal is good; the nearer we come to its attainment, the better the nation will be. But we need to carry the process of selection a step further. *If we are to make the best of our youth we need to get into our universities more of the leaders of the coming generation as well as the intellectual elite.* Intellectual quality and intellectual promise we need as much as ever, but besides the scholars of outstanding intellectual quality we also need men and women who combine good intelligence with other qualities of character and personality so as to be the natural leaders in other fields than those of science and learning. More, we need to develop these last qualities to the greatest extent possible. The men who count most will be those who combine both sets of qualities. The degree of success of a democracy will depend upon the measure of the marriage of character and intellect in its people; its overriding educational objective must be the development of both to the greatest possible degree in every individual citizen. At present we not only fail in large measure to develop character and encourage leadership, save in so far as the Public Schools and the wealthier section of our population are concerned, but we definitely, through one-sided education of a pernicious kind, handicap those qualities in that fraction from the poorer homes that we admit to the universities through scholarships. This is one of the tragedies of the time, and it augurs ill for the welfare of the British Commonwealth in the post-war world. If cut-throat competition is to be the order of the day after victory is won, then character and leadership will be more important than ever to the nation. If co-operation is to prevail, then we

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cannot, without making the most of the national store of these qualities, contribute as we should to the solution of world problems and to world organisation and administration.

The remedy is to get into the universities more of the men and women who are to be the leaders of the future, to get them in unspoiled and unharmed, and to give them the best possible education when they reach there. The problem before us now is the selection of the raw material. *The assessment of deep scholarship should always be supplemented by the assessment of character; and the latter should carry equal weight in the assessment of university-worthiness in the case of a majority of assisted students.* At the same time we should raise, rather than lower, our general educational entrance requirements. If we make this change, we shall, incidentally, ensure a valuable education to the boys and girls in the upper forms at school, whether they are destined for the university or not.

In these upper forms we need an entirely different type of education. The deep study of a specialty should not, of course, be given up. It is needed for the preservation of the interest both of the brighter pupils and of the masters themselves. But it should not monopolise the scene as it often does to-day. We should like to see a sixth form curriculum, after the School Certificate, designed to include, in addition to the specialty, a programme of wide study adapted from that of the Chicago College which has given admirable results with youth of the same age in America. In this programme the basic subjects would be the same as in the Chicago College plan: namely, four general courses, covering respectively the humanities, the social sciences, the physical sciences, and the biological sciences, affording a connected and complete, if not very profound, view of the whole of civilisation and life. English expression, a modern language and sometimes mathematics might also be included in this programme. Half the curriculum might be devoted to these or a similar range of subjects in such a programme of wide study. Not more than half of the time spent in class should be given to one special subject which the particular pupil would be encouraged to follow as deep and as far as he liked. But most of his private study might well be concerned with the special subject.

Side by side with this reform, as an essential part of such a 'New Order' in the school, would go greater encouragement of extra-curricular activities of the 'Society' type, together with art, music, and drawing, and a wider incidence of those duties and privileges of school life which give expression to, and cause the cultivation of, powers of leadership and qualities of character and spirit. Many of us believe that the School Chapel in the Public School, and the activities that centre in the Chapel, have a valuable contribution to make to the spiritual side of school life.¹

A necessary action for the success of any such reform would, of course, be the appropriate re-modelling of the scholarship examinations. Proper

¹ Our first Interim Report discusses how a similar broadening of education might take place at the undergraduate stage.

weight should be given to the General Papers. Interview and school record should play their part, and the school records should centre particularly around the extra-curricular activities listed above and the social and civic qualities of the boys. A high level of accomplishment in both fields should be required, except of candidates who are altogether outstanding in their special subjects. The examination of the specialist subject should be at a high level, but it should not carry undue weight except in the outstanding cases. We would certainly give scholarships to all those who did exceptionally well in this part of the examination. We need the very best men intellectually. Even when they are somewhat lacking in strength of character and in the development of personality, they will be valuable in certain sheltered walks of life. Such men will have been less hampered in development by their education when the changes proposed in this Report have been made; and, if another recommendation of our Committee is heeded, they will have had a year between school and university in the world outside. Moreover, if the entrance scholarship examinations were remodelled on these lines, those students whose intellectual powers develop late would have a more reasonable chance of success.

These drastic changes in the examinations for entrance scholarships would be bound to have a considerable effect upon the curriculum of the university itself. We have said that one contributory factor to the present situation is the excessive supply of specialist teachers to the schools. A logical consequence of the reform now suggested—perhaps a pre-requisite, though we hope not—would be less specialisation in the university training of teachers. Much good material for the manufacture of teachers is to-day ruined by being forced into and through the specialist mill. The successful completion of such an all-round honours or pass course as we have sketched in our first Interim Report under the name of 'Philosophy, Natural and Social' should carry in the teaching profession at least as much credit, status and stipend as any specialist's honours degree. Other honours degrees of the same wider sort, and reached by way of similar 'integral' courses of study that are not simply watered-down and multiplied specialist courses, could also be devised, and should carry at least as much weight as specialist honours degrees. Men who took such degrees, and followed them by training in teaching method, would be much more valuable in schools at any level than a great many of the specialists whom the universities are sending in shoals to the schools to-day.

IV. CONCLUSIONS AND RECOMMENDATIONS

1. The ablest and most promising boys and girls cannot be sure of obtaining, in the nearest 'Grammar School' or the average state-aided secondary school, such an advanced secondary education in the sixth form as will prepare them to enter upon undergraduate studies or to compete for a university entrance scholarship on

¹ On this first recommendation the Committee are divided.

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equal terms with pupils from Higher Secondary Schools such as the best Public Schools. The local education authorities ought to remove this inequality by providing Higher Secondary Schools to which approximately 3 per cent. of the most promising children should be transferred from other secondary schools at the age of 13 plus. Transfer should be conditional upon the children and their parents desiring it and upon their parents being prepared to allow them to remain at school until 18 and thereafter, if they win university entrance scholarships, to complete their university education.

If this recommendation were generally accepted, new Higher Secondary Schools would be needed for some 600 boys and 600 girls in every half-million of the population. But more than half the counties of England, and all but one of the counties of Wales, have under half a million inhabitants. Some of these counties, with their county boroughs (if any) would therefore have to join in providing the new schools needed by their people. And wherever a Higher Secondary School served more than one county, and often where it served a smaller area, many of the pupils would have to be boarders.

Of the Higher Secondary Schools needed, by no means all would be new creations. Some of the best Public Schools will continue after the war with such changes only as their governing bodies choose to make. But other pre-war Public Schools, including a good many which cannot be reckoned as reaching the standard of Higher Secondary Schools, will only be able to carry on in future by becoming an integral part of the national system of education. The local authorities may thus control many fine buildings well suited to become or remain Higher Secondary Schools. The schools, of course, count for much more than their buildings; and the local authorities may be trusted to do all they can to preserve what is best in the traditions and personnel of the schools they take over. The local authorities would be represented on the governing bodies of these schools. But each governing body should have the right to appoint the headmaster, to make him responsible to it alone, and to leave him as free as it likes in such matters as the choice of his assistants and the organisation and curriculum of the school.

2. Inequality of opportunity to win university entrance scholarships arose, in 1938-39, not only from the inadequacy of advanced secondary education (sixth form work) but also from the fact that a boy's or girl's chance of winning a grant or 'major scholarship' from the local education authority depended upon the particular county or county borough in which his or her home happened to be. This latter inequality should be remedied by pooling the 1,500 major scholarships annually awarded by local authorities. The 360 state scholarships might well be put into the same pool. Since many of the local authorities' awards are given to state scholars, the pool would contain about 1,600 'national' scholarships for each year. The award of some 1,400 of these would be based, as the state scholarships and many of the local authorities' scholarships now are, on the recommendations of the examining bodies for the

Higher School Certificate who will, if the proposals made in Section III of this Report are adopted, be administering a radically different examination. But, in order to give equal opportunities of winning national scholarships to all candidates wherever they happen to live, these recommendations, instead of being made to the Board of Education or to local education authorities individually, should go to provincial joint committees of local authorities. These provincial joint committees, one for each of (say) nine English regions and one for Wales, should be statutory bodies representing the county and county borough councils, as well as the university or universities and the teachers in the region. The 1,400 scholarships would be awarded by the provincial joint committees to candidates from their respective regions, the scholars being chosen from the qualifying list of recommendations in the light of reports made by their own local education authorities after interviewing them and taking into account school records of their work and other activities. (The interviews would generally be conducted by sub-committees of the authorities with the help of university representatives.) In order to avoid creating too rigid a system, and in order to leave room for experiments, the remaining 200 national scholarship should be awarded, 20 by each of the 10 provincial joint committees, according to whatever plan seems best to the committee concerned. Some of the national scholarships, whether among the 1,400 or the 200, should perhaps be closed scholarships to the local university or universities of the province.

3. When a national scholarship is awarded, the provincial joint committee should make sure that its value, together with the scholar's other resources (perhaps including an open scholarship), is sufficient to cover his fees and all the other expenses he must incur if he is to benefit fully from his membership of his college and university. And every national scholar whose family needs the money should be enabled to contribute £1 a week to the family income when he is living at home.

In these two matters every provincial joint committee should treat winners of open scholarships or exhibitions at Oxford or Cambridge (or successful candidates for admission to the women's colleges at those universities) as if they had won national scholarships. These boys and girls would thus be saved from having to go scholarship hunting in different directions in order to get all the money they need.

4. The number of national scholarships should be gradually increased beyond the original 1,600 if experience shows that more are needed in order to ensure that no man or woman is prevented from receiving a university education solely by reason of being unable to meet the cost of it.

5. In awarding university entrance scholarships, whether open or national, an attempt should be made to take account of each candidate's character as a whole rather than of his intellectual qualities alone. As a first step in this direction every candidate should be interviewed (not about his examination subjects) and his school record of work and out-of-school activities should be considered. The general

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all-round excellence of the cadets who have been sent up to Oxford recently by the Royal Navy and the Royal Air Force suggests that their principles of selection might be applied more generally.

6. In testing the intellectual fitness of candidates for open or national scholarships, the aim should be to pick all the boys and girls of outstanding intellectual promise and to choose from among the rest those who combine good ability with such a wide interest in things and people (in science and humanities), and such social and civic qualities, as seem to mark them out for illustrious service in other ways than that of the advancement of knowledge.

7. Outstanding intellectual promise is most likely to be revealed by a candidate's ability to make novel use of his deepest studies; and, other things being equal, his deepest studies will be most profound if his speciality is undivided. Much weight should therefore be attached to his excellence in a single connected field of studies, for example, mathematics, or classics including the history as well as the languages and literature of ancient Greece and Rome.

The Higher School Certificate examinations have been more inclined than the open scholarship examinations of the Oxford and Cambridge colleges to encourage candidates to split up their deeper study between two or three separate specialities instead of concentrating it upon a single undivided field. That is why preparation for the Higher School Certificate has, as a rule, resulted in work that was shallower in quality, even if sometimes greater in quantity, than preparation for open scholarships. The latter has generally provided the better training for the ablest boys who spent three years in the sixth form. This has been doubly true when a candidate for a state scholarship has sat for the same Higher School Certificate examination in two or, as sometimes happens, three successive years.

On the other hand, in some universities and colleges of university rank there already exist scholarship examinations of a general kind which do not involve deep study of any special subject. These have already proved their worth in selecting scholars. Such examinations might be used more extensively with advantage, particularly for those candidates whose intellectual powers are not outstanding or develop late.

8. The sixth form work that looks towards university entrance scholarships, whether open or national, should in future link up the deep study of an undivided speciality with the wide study of much else. In this way it may hope to develop integrated minds: to educate men and women with an outlook on the whole of life including, but not confined to, the vocation by which they mean to serve their country and mankind. To these wider studies pupils preparing for the university should, we suggest, generally devote as much as half the time they spend in class during their last two years at school; but

we would deplore any such fixed distribution of time, whether in class or in private study, as would interfere with the liberty of schools, on which the life and variety of education largely depend.

In order that this may be possible, a boy or girl whose speciality is natural science should not be expected by the examiners for open scholarships to possess nearly so much specialised knowledge as has hitherto been assumed. It is quite possible to test the promise of science candidates with less extensive knowledge of their speciality; and what will then be omitted at school can be better acquired at the university.

9. All examinations for entrance scholarships to universities should then attach real weight, not only to the interview and to the candidate's school record nor only to the intellectual promise he shows by excellence in his own special branch of study, but also to his English essay and to his General Papers, including passages for translation from several foreign languages. These General Papers would be designed to discourage intensive preparation of the kind that often causes distaste for a subject that has been 'done' for an examination; and no set books would be prescribed for them.

Although a candidate's performance in the papers set to test his deep study in a special field, on the one hand, and in the General Papers and English essay, on the other, depend, both of them, on some of the same factors—his persistence in hard work, his general ability, and his verbal facility, for instance—yet the two performances are sufficiently independent to forbid their being combined, for a final order of merit, by the simple addition of marks.

If an attempt must be made to combine the marks (x) obtained by a candidate for his deep study and (y) for his wide knowledge, perhaps the least unsatisfactory way would be to compare, not $x + y$, but $x^2 + y^2$ for each candidate and to make the maximum value of y^2 half, say, of that of x^2 . Then excellence, whether in the direction of x or of y , would count for a great deal, and a poor performance for almost nothing. Moreover, $x^2 + y^2$ would provide a well spread order of merit. If, for example, the maximum mark for deep study (specialising) were 100 and the maximum mark for wide study (general knowledge) were 70, then the maximum value of x^2 would be just over twice that of y^2 .

If the examiners were prepared to dispense with the protection of a formula and to select scholars without explaining how their choice was made, they would do well to choose all those few who got very high marks in their specialist papers and then to pick the others empirically on a general impression of their scholarship-worthiness and without attempting an order of merit.

July 29, 1943.

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N.U.T.	Higher Educational Journal	
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