



UNIVERSITY GRANTS COMMITTEE

REPORT

for the period 1929-30 to 1934-35

Including Returns from Universities and University
Colleges in receipt of Treasury Grant for Academic Year

1934-35

LONDON: HIS MAJESTY'S STATIONERY OFFICE

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No.F.7-15/36-C.A.E.

Office of the
Educational Commissioner with the Government of India.

Simla, the 27th May 1936.

28th June

My dear Rt. Hon'ble Sastri,

I have noticed in the papers that the report of the Treasury Grants Committee on universities in the United Kingdom has just been published. I have therefore ordered a number of copies from England and have asked the Secretary to the Central Advisory Board of Education to send you a copy. In past years the report has been of very real value by indicating the possibility of more effective co-operation between universities. The matter was discussed by the Inter University Board at its last meeting and a resolution was passed suggesting to Government the advisability of instituting similar committees in India. I hope, therefore, that the report will be of interest to you.

Yours sincerely,

C. Madhava

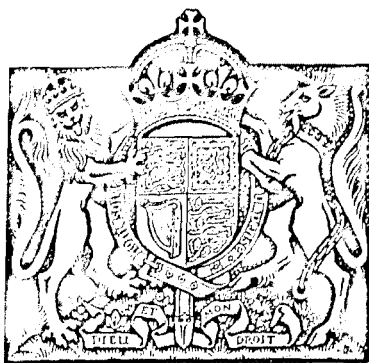
To

The Rt. Honourable V.S. Srinivasa Sastri, F.C., C.E., LL.D.,
Vice-Chancellor, Annamalai University,
Annamalainagar, (South India).

London, W.C.2, 120 George Street, Edinburgh 2,
York Street, Manchester 1; 1 St. Andrew's Crescent, Cardiff;
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UNIVERSITY GRANTS COMMITTEE REPORT

*To the Lords Commissioners
of His Majesty's Treasury*

INTRODUCTION.

May it please Your Lordships:

Six years have passed since we last presented to Your Lordships a Report reviewing the position of the Universities and Colleges of Great Britain. The normal period of review is one of five years, but in the present case special circumstances have caused the prolongation of the normal period by a year. The principal reason for that prolongation was the exceptional financial position in which the country found itself as a result of the phase of acute depression which began in 1931 and might be said to have continued—though with steadily diminishing force—until within the last year. It will be recalled that in 1930-31 Your Lordships were so good as to approve an increase of £250,000 in the annual grant to the Universities and Colleges of Great Britain. When the financial crisis developed in 1931, the Committee on National Expenditure, having regard to their recommendations in other fields of education, proposed that the additional grant of £250,000 should be discontinued. We thereupon represented to Your Lordships with what exceptional severity such a blow would fall upon the Universities, particularly because of the accepted and, we think, prudent, practice of spreading over a period of years such developments as they are able to undertake. In all the circumstances Your Lordships deemed our representations to be reasonable, and no cut was made in the annual grant to the Universities and Colleges. On the other hand the Committee surrendered to the Treasury their accumulated reserve of £150,000, which would normally have been expended in non-recurrent grants to the Universities. The decision that the Universities and Colleges should not forfeit the financial advance made in 1930-31 was of the greatest possible importance and assistance to them, and it is mainly due to this that we are able in the present Report to record a very satisfactory measure of progress for the period just closed.

In submitting this Report we propose to modify slightly the method of presentation. We shall first of all single out what seem to be the salient developments of the past six years; thereafter we shall proceed to a discussion of present Needs and Problems as they appear to us; and, finally, in an Appendix, we shall supply a more detailed statement on the developments that have taken place. The statement will be mainly statistical, and will be followed by the usual Tables.

REVIEW OF SALIENT DEVELOPMENTS.

Before proceeding to our review of salient developments, we ought to state that between November, 1933, and May, 1935, we were engaged in visiting all the various institutions which receive grants from the Exchequer on our recommendation. We must express our gratitude for the welcome we everywhere received, and for the arrangements so admirably organised to facilitate our task.

There are sixteen Universities and three independent University Colleges in Great Britain on the Grant List. In addition there are the Manchester College of Technology and the Glasgow Royal Technical College. But certain of the Universities, and most notably London, include a large number of separate units, all of which we deemed it advisable to see, so that the total number of visits made numbered fifty-nine. In the normal course of our visits we examined sites, buildings and equipment, we met the Governing Bodies and interviewed representatives of the professorial and non-professorial staffs, and we also met representatives of the students. In a word, we had full opportunities of discussing the position of each institution both at formal and informal meetings. It has been our custom to make these visits since the constitution of the Committee in 1919, and the knowledge thus gained of local conditions has been of the utmost value to us. The returns and the printed documents which are submitted by the institutions, not only annually but also prior to our periodical visitations, provide us with a most useful body of facts, statistical and general, which are of course essential for our work. But printed statements, however lucid and comprehensive they may be, are not in themselves sufficient. Our visits are in no sense inspections, but they give us that

vivid impression which can only come from personal contact, particularly in the case of institutions which are so largely consecrated to the service of the best youth of the nation, and in which life is unfettered and dynamic.

1. Student Numbers.—Perhaps the most noticeable development during the past six years has been the substantial increase in student numbers. For all the institutions on the grant list in Great Britain the number of full-time students has grown from 44,309 in 1928-29 to 49,234 in 1934-35.* This represents an increase of about 11 per cent. as compared with an increase of 3 per cent. in the preceding period 1923-24 to 1928-29. The figures for 1934-35 take no account of five institutions which were not included in 1928-29, and, if these are to be added, as they must be added when University needs and problems are being considered, the total number of full-time students in Great Britain in 1934-35 was 50,638.

The increase has taken place wholly in England and Wales, for in Scotland the period has actually witnessed a decrease of 701. Again, it is noteworthy that the figures for Great Britain as a whole show a large increase (5,789) in the total number of full-time men students, but a decrease (864, almost entirely in Scotland) in the total number of women students, these constituting roughly one-fourth of the University population. The total net increase is the more noteworthy when it is remembered that, within the period during which it has taken place, the number of grant-aided students in training at Training Departments of Universities and University Colleges in England and Wales has been diminishing. As compared with 1928-29 there were 592 fewer of these in 1934-35, but if we set the figures for the year 1930-31 beside those for 1934-35 the fall amounts to nearly 1,500. In England and Wales the total number of such students in training was as follows: 1928-29, 2,744 men, 2,822 women; 1930-31, 3,447 men, 3,004 women; 1934-35, 2,856 men, 2,118 women. It is estimated that there will be a further drop of about 300 in 1935-36. In Scotland it has been estimated that in 1934-35 the number of future teachers at the Universities was approximately 800 less than in 1928-29.

The distribution of student numbers over the main Faculty groups is set out in detail in our Tables, but a fact of particular interest which may be mentioned here is that there has been a substantial change in the distribution of students in the various Faculty groups. There has been a sharp rise in Medicine and a considerable rise in Pure Science. In the Arts group the number has only increased by 162 as compared with an increase in the previous period (1923-24 to 1928-29) of 4,644. In that period there was a fall of 2,610 in Medicine, a fall which has been more than made good in the period under review.

Even more significant has been the increase in the total number of advanced students, who constitute so important an element in University progress. In the period we are now dealing with, the number of full-time advanced students has grown from 2,082 to 2,813, an increase of 35 per cent. Since the corresponding figures were practically static in the preceding period, this development in the last six years is all the more noteworthy. We shall deal fully with various questions connected with student numbers in the section of our Report concerned with Needs and Problems. Here we are concerned only to draw attention to the salient facts.

2. Finance.—Although, owing to reduction in interest rates, a number of institutions have suffered serious losses of general endowment income, amounting to some £40,000 a year, in respect of investments, it is possible to report a considerable increase of annual revenue. Total annual income has gone up by £898,000, of which the largest items are £282,000 derived from Parliamentary grants, £309,000 from fees, £129,000 revenue from endowments, and £65,000 from Local Authority grants. The percentage of Parliamentary grants to total income at 33.9 is rather lower than that for 1928-29, namely 34.5. We have mentioned the increased income from endowments, but the satisfactory record in this respect is perhaps more vividly conveyed by the figure of capital increase for endowments which amounts to a sum of £2,230,000. In addition, over £670,000 was given by benefactors for the establishment of fellowships, scholarships and prizes.

* It should be remembered that large numbers of part-time students also attend the institutions for courses of University standard.

As regards capital debts, though the total amount of these (now a little over £1,000,000) has shown a tendency to rise—an inevitable consequence of the financial depression—we were pleased to find that regular arrangements for repayment are almost everywhere in operation.

As regards accumulated revenue deficits, it is most satisfactory to find that the total of these deficits spread over all the institutions, as shown by their accounts, has been brought down from £200,000 in 1928-29 to £72,000 at the end of the year 1934-35.

3. General Accommodation, Buildings and Sites.—From a special return made to the Committee it appears that during the six years a sum of about £5,040,000 has been expended by the Universities and Colleges on buildings and the acquisition of lands and properties. It is most gratifying to record that during this period capital benefactions for these purposes from generous citizens, Local Authorities, or corporate bodies amounted to no less than £2,970,000.* There is hardly a University Institution which has not been enabled to make much-needed additions to its buildings in the way of new laboratories, or libraries, or medical school buildings, or research institutes, or halls of residence, or students' unions. The statement in the Appendix summarises the position in respect of each Institution. We should, however, wish to mention specially the outstanding achievement of the University of Cambridge, where during the period under review capital expenditure on lands, buildings and equipment has amounted to some £780,000. The new University Library, the extensive scientific laboratories, and the new buildings for the Arts Faculties, bear visible witness to a memorable period of progress which has been made possible by the concentrated energy of the University authorities and by the wonderful generosity not only of the Rockefeller Foundation but of individual donors. We look forward to a similar record of progress in the coming quinquennium at Oxford, where the great scheme for the extension of the Bodleian Library has already begun, the new building for the Radcliffe Science Library being a harbinger of things to come. The total cost of this scheme is estimated at some £944,000, of which three-fifths is forthcoming from the Rockefeller Foundation. Additions have also been made to the Ashmolean Museum and to the Taylor Institution, and a valuable site has been acquired to meet the future needs of the Science Departments. The University of London, again, is now within sight of a home in buildings consonant with its dignity and its achievements. Sums approximating to £1,000,000 have been raised for the new buildings at Bloomsbury, where the walls of the new Senate House, of the administrative offices, of the Library, and of the Tower are rapidly rising.

Halls of Residence.—A question of great importance in connection with numbers of students is that of their place of residence during their University course. Excluding Oxford and Cambridge, the number of students who are living at home totals 22,000, while no less than 11,500 are living in lodgings, leaving only some 6,300 students who are accommodated in halls of residence. We are glad to report that, despite bad times and the severe competition of cheap lodgings, a number of new halls have been opened. Altogether, as compared with the period ending in 1928-29, residential provision has been made for about 900 more students. Additional accommodation has been provided at Bristol University, Durham University (Armstrong College and the Durham Colleges), Leeds University, London University (including a number of constituent units), Manchester University, Reading University, Sheffield University, St. Andrews University, and the University Colleges of Exeter, Nottingham and Southampton. Some of the new halls are specially admirable in design and efficiency. But the total residential accommodation available at the Universities and Colleges (excluding Oxford and Cambridge) only meets the needs of some 16 per cent. of the total student population and, in spite of the additions here recorded, this percentage is actually somewhat smaller than that attained six years ago. Here again we are concerned solely to emphasise the facts and figures, reserving a fuller commentary for the later section of our Report.

* In so far as the total expenditure of £5,040,000 was not covered by capital benefactions or grants from Government sources, it has been financed partly by allocations from revenue, partly out of funds received before the beginning of the period, and partly by borrowing.

Halls of residence are of course only an element, though in our judgment a most important element, in fostering a common student life. For the great majority of students, living as they do at home or in lodgings, students' unions, common rooms, refectories, playing fields and other opportunities of physical exercise, are essential, and we are glad to find that in one or other of these directions progress has been made at nearly all the University Institutions during the past period.

4. Assisted Students.—In our last Report, published in 1930, we gave some figures showing the extent to which full-time students at the University Institutions of the country were in receipt of assistance from outside sources (*i.e.*, other than personal and private sources) enabling them to enjoy the advantages of a University education. We have again attempted to make a survey of the position in this respect. In the Table we then published it was shown that no less than 45.2 per cent. of the total number of full-time students were drawing financial assistance from one source or another. Subsequently three of the institutions made some correction of the figures they had supplied, the modified percentage becoming 44.1. The comparable percentage on the basis of the latest figures available is 41.7. This, however, does not indicate an actual fall. The total number of students, it will be remembered, is now larger, and the number in receipt of assistance has risen from 19,544, in 1928-29, to 20,518 in 1934-35. The increase would have been greater but for the diminution in the number subsidised by the Board of Education under their Regulations for the Training of Teachers. In commenting on the matter in our previous Report we said: "If therefore the impression still lingers in any quarter that our University Institutions are only accessible to young men and women in relatively easy circumstances, these figures may do something to remove it." We feel that this comment is as applicable to-day as it was in 1930 and, since heresies die hard, we think it eminently desirable once again to emphasise the extent to which the approach to the University Institutions of this country is made possible by scholarships, maintenance allowances or eleemosynary grants. We are unable to state accurately the annual sum which is devoted to the purpose, since we are without complete statistics of the monies expended by private corporations and the trustees of private funds, as well as of the scholarship facilities afforded by the public schools as distinct from certain grant-aided secondary schools. Taking, however, the sums expended by the Government Departments—mainly the Board of Education, who give grants for Teachers in Training, State Scholarships, etc.—the aid forthcoming from local education authorities, the endowment funds of certain grant-aided secondary schools, of the Colleges of Oxford and Cambridge, of the Carnegie Trust for the Universities of Scotland, and of the endowment and other resources of the University Institutions themselves, we find that at least £1,350,000 is devoted annually to assistance of students at University Institutions.* This figure would certainly be very substantially increased if the expenditure from the various private funds mentioned above were added to it. The extent to which the facilities of a University education are now available to the children of parents of restricted means is further illustrated by information in our possession which indicates that at least 50 per cent. of the students in the provincial Universities of the country began their education in public elementary schools. Furthermore, it would be a mistake to suppose that the majority of the students who are not in receipt of any form of assistance are the children either of the rich or of what might be called the comfortable classes, for there is every reason to believe that a large number of parents make great sacrifices in order that their children may enjoy the benefits of a University education. It may indeed be said that at the Universities of the country to-day, including Oxford and Cambridge, there is a greater opportunity for an intermingling of classes and of representatives of every section of society than could easily be found at any other corporate or public institution.

5. Staff.—In our last Report we gave in summary form a comparison of the numbers and average salaries of the staff of the University Institutions in the years

* This figure represents in the main the assistance afforded to undergraduates, but it includes a certain number of awards to graduates and the grants made by the Board of Education and Local Education Authorities for teachers in their fourth year of training. Particulars of awards and sources of assistance for advanced work will be found in the Year Book of the Universities of the Empire and in a pamphlet issued by the National Union of Students.

1923-24 and 1928-29 respectively. A similar comparison covering all the institutions on the grant list for the two years 1928-29 and 1934-35 will give a general idea of the present position.*

1928-29.		
	Number.	Average Salary.
		£
Professors	783	1,068
Readers, Assistant Professors and Independent Lecturers ...	330	627
Lecturers	1,123	455
Assistant Lecturers and Demonstrators	810	310
Others	202	353
	3,248	
1934-35.		
Professors	842	1,094
Readers, Assistant Professors and Independent Lecturers ...	364	661
Lecturers	1,382	471
Assistant Lecturers and Demonstrators	831	310
Others	251	383
	3,670	

It will be noticed that there has been an increase of some 13 per cent. in the total numbers of staff employed at the University Institutions of the country, a percentage which is rather larger than the percentage increase in the total number of students to which we have already called attention. It will also be seen that there has been a definite if modest improvement in the average salary of four of the five grades of University teacher, viz., in the case of Professors of £26, of Readers, Assistant Professors and Independent Lecturers £34, of Lecturers £16, and of Others £30, while the average salary of the Assistant Lecturers and Demonstrators has remained at the same figure, viz., £310.

In view of the difficult economic period through which the Universities have passed during the last few years, it is pleasant to be able to record a definite increase in average salaries. In our last Report we specially stressed the desirability of a strenuous effort being made to improve the pay and prospects of University teachers, particularly the emoluments of the holders of the higher non-professorial posts, and it will be noted that the highest average increase is that of £34 in the grade of Readers, Assistant Professors and Independent Lecturers. We reserve our principal comments on numbers and salaries for the later section of our Report dealing with Needs and Problems. Meanwhile, it is gratifying to find that, of the new Chairs which have come into existence in the period under review, 33 are wholly or partly endowed. It is also interesting, as indicating the trend of modern studies, that a substantial number of the new Chairs created should be concerned with the study of what might be broadly described as social or economic problems. Detailed information will be found in the relevant statistical table in the Appendix to this Report (page 61).

6. Libraries.—A considerable section of our last Report was devoted to Library needs. In the course of our remarks we said:—“ At the time of our first visits ten years ago the inadequacy of many Libraries was grave and glaring, and even now, though we gladly recognise the great advances that have been made, we are by no means satisfied that the true status of the Library in a University is really appreciated. Many University Institutions have still to give evidence of being conscious that their quality and standing as instruments for the advance of learning may to a great extent be gauged by their Libraries, and by the policy pursued for

* In the case of Oxford and Cambridge the figures included are those for Professors and Readers only. The category of “ Others ” in the Table includes Research Assistants, Instructors, &c., and also the staffs of research and advisory departments in Agriculture, where these are not definitely classed as Lecturers or Assistant Lecturers.

the maintenance and development of them." We thereupon indicated that though it was perhaps not to be expected that Universities would be able at one stride to put their Libraries beyond the reach of criticism and complaint, we should be "profoundly disappointed" if at the end of another period we had once more to inform the Treasury that it was for expenditure upon Libraries that additional income was in general most "urgently required."

It is therefore a real satisfaction to us to find that since our last visitation there has been a very decided improvement in the general Library service of the University Institutions of the country. The extent of the progress which has been made can be measured most vividly by reviewing the expenditure of the University authorities on Libraries in recent years. In the year 1925-26, when we first included in our statistical returns a Table devoted to Libraries, the total Library expenditure of the University Institutions was £156,000; in the year 1928-29 (in the Table accompanying our last Report) it was £165,000; in the latest year for which figures are available it has risen to £228,000. These figures include expenditure on salaries and wages, on the purchase of books and periodicals, on binding, and on other miscellaneous items.* It is of course the case that there are still weaknesses and points on which critical comment could be made—we reserve our further observations for the section of our Report on Needs and Problems—but, as we were able to see for ourselves, it is clear that a marked move forward has been made in this service, so absolutely vital to University wellbeing.

The figures we have quoted take no account of capital expenditure on buildings, and here the record in the case of certain institutions has been very notable. We have already mentioned the magnificent new University Library at Cambridge which was opened by His Majesty, King George V, on 22nd October, 1934, and the beautiful new building at Oxford for the Radcliffe Library which was opened on 3rd November, 1934, by Her Royal Highness, the Princess Royal. We should also mention the beginning of the new Library for the University of London on the Bloomsbury site, the rapid progress being made with the great new University Library which Leeds owes to the Brotherton benefactions, the provision now being undertaken of a new University Library at Manchester, and the completion of the new Library at Southampton University College, which was opened by His Royal Highness the Duke of York on 31st October, 1935. Furthermore, important additions have been made to existing Library accommodation in a number of cases, of which perhaps the most notable is that of the Library of the London School of Economics. Last but not least, we would record Mr. Harold Cohen's remarkable and opportune donation of £100,000 which will provide a much-needed new University Library at Liverpool.

7. Changes in Organisation.—There have been no striking changes in the organisation of the Universities and Colleges of the country during the past six years. But mention should be made of matters of constitutional significance affecting two Universities, the University of Durham and the University of London. At Durham the main problems of constitutional reform are now in process of solution, while in London the particular reform to which we would direct attention, the creation of the central University Court, has now been in effective operation for some years, so that comment may not be out of place.

The University of Durham.—The University of Durham, consisting of two divisions, the Durham division comprising a number of residential Colleges, and the Newcastle division consisting of two Colleges, Armstrong College and the College of Medicine, has since 1908 been governed by the University of Durham Act of that year and the Statutes made thereunder in 1909. In 1931 a controversy arose out of a resolution of the Council of the College of Medicine to dispense with the services of one of the professors in the College. The controversy reacted on the relations between the College of Medicine and Armstrong College, gave rise to strong local feeling, and occasioned disquiet in University circles generally. In view

* The figures in the latest Table include expenditure in respect of certain departmental libraries which were omitted from earlier Tables. Had this expenditure been included for the year 1928-29 the figure of £165,000 above would have risen to about £175,000. It is also right to point out that part of the increase which has been so marked in recent years has been absorbed by the increased cost of foreign publications.

of all the circumstances His Majesty's Government decided that a Royal Commission should be set up "to inquire into the organisation and work of the University of Durham and its constituent Colleges and into the relation of the University to those Colleges, and to report in what respects the present organisation can be improved and what changes, if any, are desirable in the constitutions, functions and powers of the University and its constituent Colleges." The Commission was appointed on 16th March, 1934, under the Chairmanship of Lord Moyne, and it presented a unanimous Report on 22nd January, 1935. The gist of its findings was that there were "certain major defects in the constitution of the University and its constituent parts," and that, in particular, the University had insufficient control over its constituent units. Accordingly the Commission presented a series of recommendations designed to remove the principal constitutional defects and to re-establish the government of the University and its constituent Colleges on firmer and more efficient foundations, not the least important being one for the amalgamation of the College of Medicine and Armstrong College. These were endorsed by His Majesty's Government, and on 2nd August, 1935, the Royal Assent was given to an Act entitled the University of Durham Act, setting up Statutory Commissioners "to make Statutes for the University, for the Durham and Newcastle divisions thereof and for the Colleges of the Newcastle division in general accordance with the recommendations contained in the Report of the Commission." The Statutory Commissioners are now proceeding with their task.

As a result of the labours of the Royal Commission and of the Statutory Commissioners we look forward to a future of renewed vitality and strength for the oldest of what are commonly known as the provincial Universities—the University of Durham was founded in 1832. Royal Commissions have in the past been the means of enabling far-reaching and beneficial reforms to be carried out, as is shown by the history of the Universities of Oxford and Cambridge, of Scotland, of Wales and of London. We have every reason to hope that the experience of the University of Durham will not differ in this respect from that of its sister Universities.

University of London.—It will be recalled that, following the University of London Act 1926 and the Statutes subsequently made by the Commissioners, which came into operation on 21st March, 1929, a new body known as the Court was created to "control the finances of the University" and to "determine the allocation of all funds at the disposal of the University." The creation of the new body made it possible for us to resign to the University Court the task of allocating separate grants to the constituent units of the University, a task which we had previously had to discharge ourselves. Accordingly at the beginning (1930-31) of the period under review the Treasury grant made on our recommendation to the University of London was paid over to the Court in a block grant for allocation at their discretion to the central activities of the University and to the constituent Colleges and Schools. In our quinquennial Report, published in 1930, we said:—"The entrusting of wide financial powers to a body representing the University of London as a whole, and in continuous and intimate contact with the work of its various component parts, will it is hoped make it easier for the University to take full advantage of its great opportunities, and to pursue an independent policy of development, which will secure the most economical use of its aggregated resources without impairing the individuality of its many constituent units."

We are glad to be able to state that the hope which we then expressed has been realised. The six years have been years of remarkable progress. The extent of the developments which have taken place can be gauged in a practical way by the success which, not only the central authorities of the University, but the constituent Schools and Colleges have achieved in raising funds for urgent needs. A principal preoccupation of the Court has naturally been the prompt and proper utilisation of the Bloomsbury site, and it is a real pleasure to be able to inform Your Lordships that gifts totalling approximately £1,000,000 have been either made or promised to the Court for this project of outstanding importance. In addition the Court has received a grant of £150,000 from the London County Council for the capital needs of the constituent Schools and Colleges. It is equally pleasant to record that during the same period the constituent Schools and Colleges of the University have been able to raise by local effort sums totalling approximately

£820,000, for endowment or building. Among the central developments of the University we should mention particularly the long projected British Postgraduate Medical School which was opened by His Majesty, King George V, on May 13th, 1935, and the Courtauld Institute of Art which was opened to students in October, 1932, as the result of a gift of £100,000 for buildings and partial endowment by Mr. Samuel Courtauld, and also of benefactions from other generous citizens.

8. Benefactors and the Universities.—In previous paragraphs we have called attention to the notable extent to which the capital resources of the Universities, whether for purposes of building and acquisition of sites, or for purposes of endowment, have been supplemented by benefactions from one source or another over and above Parliamentary grants. The extent of the assistance received in this way since 1929 amounts to a total sum of something like £5,250,000,* approximately £2,280,000 of which has taken the form of endowment. In addition, some £670,000 has been given for fellowships or scholarships. Furthermore, a number of institutions have been promised large sums, payment of which will take effect in the coming quinquennium. These figures are particularly satisfactory as indicating that the grants given by the State serve to stimulate rather than to slacken the generous impulses of other bodies and persons. We need hardly say that in face of the needs and problems confronting the University Institutions of the country, a subject on which we shall have much to say presently, the call for continued and indeed for increased assistance from all and every outside source is greater than ever.

The Universities of Great Britain rightly set store by the maintenance of that healthy spirit of independence with which they have grown up; and the recent experience of the Universities of some other countries has only served to strengthen this attitude. No doubt in a country like our own, where doctrines of sovereignty have seldom been pushed to extremes and where the zeal for centralisation or bureaucratic regimentation either has never been strong or has been kept within bounds, the risks to University autonomy are relatively small. On the other hand, it is obvious that a University with a substantial background of endowments is in fact in a strong position, not only as regards its own internal control, but as regards new developments which it may consider to be particularly desirable. As we said in our previous Report, "A University's general endowment fund is the surest foundation upon which to build its independence and stability." The Andrew Carnegie centenary which has just been celebrated is a timely reminder of the benefits which "rich men furnished with ability" can bestow upon their fellow men, particularly if, as in the case of Mr. Carnegie, they are wise enough to hold the view that the strengthening of the Universities and the improvement and diffusion of University education are among the best uses to which a millionaire can devote his wealth. Since the institution of the Carnegie Trust for the Universities of Scotland in 1901 a sum of nearly £2,000,000 has found its way to the Universities of Scotland for purposes of building, endowment, study and research, while assistance to students has been forthcoming to the extent of an additional £1,600,000. It is not, however, only of the rich that we are thinking as benefactors, actual or potential, of the Universities. We are thinking of all those who have enjoyed the benefits of a University education. For this reason we welcome the establishment during the past period of such societies as the Oxford Society with its general aim to unite all Oxford men and women for service to the University; or, to take an illustration from the provincial Universities, the recently established University of Liverpool Society. We have already drawn attention in this review to the conspicuous extent to which students are enabled to enjoy the benefits of a University education through the aid of scholarships and other forms of external assistance. Without suggesting that all of those who have been assisted would ever be able to repay to the University where they received their higher education the equivalent of the monetary assistance accorded them, we believe that a very great number of ex-students could in fact make some contribution, however small, to University funds, and that even now there are some of them who would, in Mr. Carnegie's words, "value the privilege" of

* Of this sum about £1,080,000 has been given by generous corporations in America.

an opportunity to do so. We hope that as the work of such societies or of other bodies with similar aims becomes better known, and as University men and women all over the country are reminded of the obligations they are under to their own Universities, the Universities may receive from this source a sensibly increased and a sustained measure of financial and moral support.

NEEDS AND PROBLEMS

1. STUDENT PROBLEMS.

How far are the Universities of Great Britain at present in a position to offer their students all that a University education ought to imply? Of all possible questions concerning Universities this is the most fundamental and the one which must most constantly engage the attention of University teachers and administrators. When the young graduate puts on the gown and hood of his degree, of what inward and spiritual graces are these the outward and visible signs? The University-trained engineer, doctor, or schoolmaster, is naturally expected to have received a sound technical training in his particular calling or subject of study; and this expectation is commonly justified. Has he also received that stimulation and enrichment of the whole mind which will enable him to lead a fuller and more interesting human life and to play more adequately his part as member or leader of the community? In other words, does a University training notably enhance a man's equipment, not only as a skilled worker but as a member of society and a human being?

Not merely is this question fundamental, but the present moment is specially opportune for its discussion. For it seems likely that, in the immediate future, quantitative growth will be less rapid than it has been, and that it will be more possible for the Universities to concentrate their attention on questions of quality. Paradoxically enough, the difficulties and deficiencies, such as they are, of the Universities in the past have been due largely to their own success and to the sensational and unforeseen rapidity of their expansion. Thus, between the beginning of the century and the War, concurrently with the vast increase in secondary schools, there was a great increase in numbers; and since the War there has been renewed tumultuous growth, together with a multiplication of new subjects of study and a sub-division of old subjects, presenting a bewildering variety of problems. In such conditions the University authorities were of necessity occupied breathlessly in a day-to-day endeavour to meet each new need as it arose. Large-scale and long-term planning were virtually impossible. Now, however, there is something of a lull. There has, indeed, as we have already shown, been a marked spurt in numbers during the last quinquennium, but for the moment even this seems to be dying down. It is now possible for the Universities to a greater degree than before to devote their main energies to improving the quality of the education which they offer their students, and nearly everywhere we see signs that they are doing so.

Of course most University expenditure is in the last resort a means to this end. But the financial needs of which the Universities are at this moment most acutely conscious, and which on their behalf we most desire to emphasise, bear upon it with exceptional directness. In previous Reports we have felt obliged at different times to lay special stress on the provision of a proper status and a reasonable standard of remuneration for the staffs, and of adequate libraries and efficient equipment. But though, as we show elsewhere, there is still much to be done in these fields, in each of them there has been notable progress in the period now closing. To-day it is rather such things as the provision of amenities in furtherance of the corporate life of students, for example, halls of residence, unions, common rooms, refectories, and playing fields, or such an increase of staff as will make possible more individual tuition and more personal contact between staff and student, or again the general improvement of University accommodation, that, with varying degrees of insistence, are urged upon us and that we ourselves desire to urge. Hence we make no apology for putting such essential requirements in the forefront of our present Report. We are fully aware that the general welfare of the students under their charge is the constant care of the University authorities, and that anything we say on the subject will not be new to them. They have indeed already taken many successful steps in this direction, and would be only

too ready to advance much further if the financial difficulties could be overcome. But, partly for that very reason, it may be helpful if we endeavour to summarise our impressions and to concentrate attention on questions which, even if there be no final answer to them, ought to be under continuous review.

It will be obvious that we have here specially in mind the peculiar difficulties of the great non-residential Universities situated in large industrial centres. No doubt, south of the Tweed at any rate, the popular conception of a University is derived mainly from Oxford and Cambridge. For centuries the Colleges of these two great Universities have attracted endowments from pious and often wealthy benefactors, as a result of which they have been able to make ample provision both for the social life of their undergraduates and for the vivifying contact of the minds of teacher and pupil in the tutorial hour. Admittedly their chief problems lie elsewhere. But it is not always remembered that to-day nearly four-fifths of the student population of Great Britain are to be found in Universities of a different type. We are far indeed from suggesting that London and the other great civic Universities should content themselves with imitating Oxford and Cambridge. It is not simply that the past can never be overtaken. The value and importance of individual development is perhaps greater in the case of Universities than in the case of any other social organisation. The advancement of learning can only be achieved by free minds and spontaneous progress along many and different paths. The modern English Universities have their own distinctive assets, in particular their close contact with the real life of the great communities in which they are set, and they will develop on their own distinctive lines in accordance with their own distinctive genius. Again, the ancient Scottish Universities yield to none in pride in their own long standing tradition—their sense that the value of learning bears some proportion to the arduousness of its attainment—and their tradition of an intimate union between the plainest of living and the highest of thinking. None the less all alike have to face the question: How is the traditional British belief that education consists in the development of the whole man, and not merely of the intellect, to be made effective in a predominantly non-residential University in the heart of a great industrial population?

Here it has to be remembered that there is one overriding condition. The motive force behind the establishment of the modern English Universities was the desire to extend far more widely the privilege of University education. It is their special duty and their pride, as it has long been the pride of the Scottish Universities, to bring University education within reach of the poor scholar. The majority of the students in the provincial Universities of England and Wales began their education in the Public Elementary Schools, while we believe that in Scotland, though the nomenclature is different, a large number of the students in attendance at the Universities have followed a similar course. In any event, even if a student began his education in what might compendiously be described as a secondary school, he would normally come from a home where the means of the parents were strictly limited. This involves among other consequences the following:—

In the first place, it means that directly they begin their University career, and in many cases before they begin their University career, when indeed they are completing the last year or years of their school life, the minds of students are too often exercised in a predominant degree with the imperative necessity of choosing a vocation and of entering upon it, if possible, directly they have completed their University course. Early concentration on the problem of a career in after-life is no doubt very salutary from many points of view, but it has also its less satisfactory aspects. It may involve on the part of the student an excessive anxiety and concern for purely practical ends, and it may involve on the part of the teacher and in the course of instruction an excessive emphasis on specialisation and on vocational needs as distinct from the more ideal ends of a liberal education. Indeed, we fear that such anxiety casts over many a student's life a shadow which hinders him from taking full advantage of the opportunities that a University has to offer. Where the element of zest is lacking, these years can hardly be the inspiration which they ought to be.

In the second place, students are compelled to live in the most economical way, and in the vast majority of cases, as things are at present, the most economical

method of life is deemed to involve living either in lodgings or at home, even when living at home necessitates long daily journeys by train or by bus. We have already pointed out that not more than 16 per cent. of the total number of students at the University Institutions, excluding Oxford and Cambridge, are to be found in halls of residence. This is partly due to the fact that the University authorities have not so far had the means at their disposal to enable them to provide the increased residential accommodation for which, we believe, there is already in a number of instances an unsatisfied demand, but it is also the case that the cost of living in a hall of residence exceeds to a greater or less extent—in accordance with the character of the facilities provided—the cost of living elsewhere.

In the third place the restricted means of the students impose upon the University authorities the necessity of providing University courses (of great extent and variety) at the lowest possible cost in fees. It is in fact the case that on the average the income from students' fees does not meet more than one-third of the cost of a University education, the remaining part of the cost being borne either by public funds from central or local sources or by endowments and benefactions.

It will be generally agreed that a University education is or should be designed not only to enable a student to be efficient in any vocation or career which his talents, bent, or circumstances may have led him to choose: it ought also to afford him what might broadly be described as an education for life. An education for life may be achieved in many different ways. Certainly it is not achieved solely in the lecture room, the laboratory or the library. The mere acquirement of knowledge is not enough. Notoriously the most subtle and potent educational influences in the older Universities of this country have been those which, being indirect, come not with observation, and originally were probably unforeseen and unintended. The excitement of being plunged into a new environment and a more spacious mode of life, with all its possibilities of congenial study and congenial companionship; the sense of privilege in being made heirs of a great tradition, citizens of no mean city, with the freedom of "its streets where the great men go"; above all, the informal discussions of a few friends about all things in heaven and earth up to all hours of the night or morning, where the argument is followed whithersoever it leads; the clash of mind between the youthful historian, medical student, chemist, theologian, and engineer, members often of different social classes and bringing into the pool different experiences and different prejudices, with the resulting recognition of the existence of different points of view and of the need of taking account of them; and in all this the exhilarating sense of intellectual daring and adventure: these are the influences which stimulate thought and enlarge its boundaries, develop the faculty of judgment and arouse in students that energy of the soul in which Aristotle found the essence of true wellbeing.

To evoke in its students such an energy of the soul in pursuit of excellence must be a principal aim of any University. Experience suggests that one of the best means of achieving this end is to be found in the provision of opportunities for fellowship. "The light," says Lord Chancellor Bacon, "that a man receiveth by counsel from another is drier and purer than that which cometh from his own understanding and judgment which is ever infused and drenched in his own affections and customs. . . . The best preservative to keep the mind in health is the faithful admonition of a friend; the calling of a man's self to a strict account is a medicine sometimes too piercing and corrosive; reading good books of morality is a little flat and dead; observing our faults in others is sometimes improper for our case; but the best (best I say to work and best to take) is the admonition of a friend." The profound importance, as a factor in the education for life, of friendship and fellowship in a University career has been brilliantly stated, though possibly in an extreme form, by a writer whose book has for three-quarters of a century been accepted as a classic. In a well-known passage in his *Idea of a University* Cardinal Newman says:—"A University is, according to the usual designation, an Alma Mater, knowing her children one by one, not a foundry, or a mint, or a treadmill. . . . If I had to choose between a so-called University which dispensed with residence and tutorial superintendence, and gave its degree to any person who passed an examination in a wide range of subjects, and a University which had no professors or examinations at all, but merely brought a number of young

men together for three or four years, and then sent them away as the University of Oxford is said to have done some sixty years since, if I were asked which of these two methods was the better discipline of the intellect—mind, I do not say which is *morally* the better, for it is plain that compulsory study must be a good and idleness an intolerable mischief—but if I must determine which of the two courses was the more successful in training, moulding, enlarging the mind, which sent out men the more fitted for their secular duties, which produced better public men, men of the world, men whose names would descend to posterity, I have no hesitation in giving a preference to that University which did nothing, over that which exacted of its members an acquaintance with every science under the Sun.” To these views of an Elizabethan and a Victorian it may be well to add those of a modern student. “For myself the times that I value most in looking back upon five years spent at a University are not the hours when I sat taking notes, nor those when I read in the library; nor even those when I cheered a college boat to victory or emerged perspiring from the scrum. They are rather the times when ‘we tired the sun with talking and sent him down the sky.’”*

We quote these views in order to illustrate a feature of University life, which all those who are acquainted with that life would regard as of essential significance. The views so expressed, particularly those of Cardinal Newman, are doubtless stated in a way deliberately challenging so as to emphasise an aspect of truth; they need not be taken as expressing the whole truth, and indeed they do not touch on a point of fundamental importance in the common life of a University, namely on the bonds which exist or which ought to exist not merely between student and student but between student and teacher. To this point we shall return later: for the moment it will be desirable to concentrate attention on the steps which have already been taken by the Universities to promote the fellowship and the common life of students, and to consider what further efforts may be desirable.

Unions, Common Rooms, Refectories and Playing Fields.

Undaunted by the difficulties of fostering the common life of students in the conditions under which London and the provincial and Scottish Universities have developed, the University authorities, in collaboration with the students, have concentrated their efforts in the first place on assisting the formation of Students' Unions. In England and Wales it has, with a few exceptions, been found desirable to make membership of the Union a matter of obligation for all students. In Scotland membership of the Union is not obligatory; for example, in the largest of the Scottish Universities the membership covers not more than half the total body of students. On the other hand, at St. Andrews a large majority of the students, both men and women, belong to their Unions. In view on the one hand of the importance of fellowship in University life, and on the other of the difficulties of promoting it in Universities which are largely non-residential, we think that there is much to be said for obligatory membership of a Union, if adequate accommodation can be provided. Affiliated to the Unions or in intimate connection with them are the numerous athletic clubs and societies of all kinds, as well as musical and dramatic societies, debating societies, and other forms of student interest. The Unions and the various representative societies and clubs are of course managed mainly by the students themselves, and those who are elected to take part in the management obtain in this way a very useful experience in administrative responsibilities. Since the War we are glad to say that the Unions in the provincial Universities of England and Wales, in London and in the Universities of Scotland have become increasingly efficient and popular and play a part, the importance of which it is difficult to exaggerate, in bringing the students together. In particular, during the past six years marked progress has been, and is being, made in the provision of more extensive Union accommodation, and in large additions to playing fields and pavilions. But a great deal still remains to be done, and in certain instances we could not but be impressed by the obvious inadequacy of the Union accommodation available. In other places there is room for a considerable increase in common room accommodation whether in the Union building itself or

* *The New Universities* by H. G. G. Herklots (Ernest Benn, Limited, 1928) p. 52.

in the College buildings, often widely scattered, where the students do their work. We regard the question of more adequate common-room accommodation as especially important. Refectories again are in a number of cases exceedingly congested, and the catering arrangements are not infrequently susceptible of improvement.

In the matter of playing fields and pavilions, though there are exceptions, the improvements and additions provided during the past six years have been particularly noteworthy. At the same time it must be remembered that perhaps not more than one-third, or even a smaller proportion, of the total body of students at the Universities take part in organised games and athletics. Moreover, playing fields are commonly at some distance from the Universities, and the academic time-table, in effect, considerably limits their accessibility. What are wanted are facilities in the immediate neighbourhood for some form of exercise or recreation in the spare half hour. In this connection a good deal could be done by the provision of more adequate gymnasia, a point which was particularly stressed by a number of the student representatives whom we consulted, and, in an age when swimming has become increasingly popular, also of swimming baths.

General Health Services.

Even if the provision of playing fields, pavilions, gymnasia and swimming baths were adequate, there would doubtless still remain a large number of students who for one reason or another would not take part in these forms of athletic exercise. In this country anything in the nature of compulsion in such a personal matter as that of physical exercise would be repugnant. On the other hand, the intimate connection between the health of the mind and the health of the body is becoming increasingly recognised, and we feel that the health of students at the Universities is a matter which cannot be ignored, and indeed in the case of certain institutions is not now ignored by the University authorities. We incline to think that if there were in fact more adequate provision for physical training, more skilled teachers in the subject at the Universities, and more scientific provision for considering individual needs and capacities in this respect—the Department of Physical Education in Edinburgh University is an admirable example—a large number of students would voluntarily avail themselves of opportunities so obviously important for their own wellbeing. A late Vice-Chancellor of one of the larger provincial Universities, who was himself a distinguished medical man, observed, in 1926, at the Congress of the Universities of the Empire:—"When I came to be appointed Vice-Chancellor I was impressed by the fact that, whereas the main body of the University students had clear complexions . . . there was altogether too great a number of students who lacked lustre in the eye, who held themselves in a wretched posture with the chest in and the chin out. . . . There was too large a number of men and women who were unhealthy. . . ."*

In a useful preliminary Report on University Health Services, produced by the National Union of Students in 1933, we observe the following passage:—"It may be argued with some justice that it is not the function of a University, nor of a University Union, to instruct people in daily habits of physical welfare which are the equivalent of cleaning their teeth. The nursery and the primary school are more appropriate places for education so elementary. The answer must be that we have in the past been so negligent and haphazard in this matter of physical instruction, we have relied so much on the conventional gymnasia of the schools and the traditional 'love of games' (which in great numbers of people is entirely non-existent), and we have allowed our standard of physical well-being to fall so far below the standard of other countries, such as the United States of America and even our own Dominions, that reform is long overdue." We will not labour the point further, but we think it is worthy of consideration by all who are concerned for the welfare of the students at our Universities.

There is, however, a further question in connection with the general health of students. On account of restricted means students are too often unable to afford

* *Third Congress of the Universities of the Empire, 1926: Report of Proceedings*, pp. 174-5.

medical services which are eminently desirable as much for the purpose of preventing illness as for its cure. It is no doubt true that poor students are commonly treated with generous consideration in the matter of medical fees, and that medical students receive free treatment in hospital, and also probably from their teachers and other medical men. But more comprehensive and systematic arrangements are perhaps required, and a few of the University Institutions have devised schemes of health insurance. Cases in point are the University of Oxford, the Imperial College of Science and Technology, and the University Colleges at Aberystwyth and Swansea. Of these schemes that of the University of Oxford is, we believe, particularly successful. In a recent letter to "The Times" (December 5th, 1935) the Chairman of the Oxford University Provident Association, Sir E. Farquhar Buzzard, Regius Professor of Medicine in the University, stated that as many as 1,424 undergraduates were on July 10th, 1935, registered as members of the Association, and that during the preceding year 724 claims amounting to £3,475 affecting 534 members were dealt with. He pointed out that "the association owed its origin to the general belief that the position of the undergraduate with regard to sickness or accidental injury was extremely unsatisfactory, that, for economic reasons, medical attention was not sought until serious and avoidable complications had arisen and that doctors were handicapped in obtaining proper nursing and investigations owing to the financial anxieties of their patients. For members of the association the position has been entirely changed, and they do not hesitate to seek help at the time when it is most important that they should obtain expert advice and care. The experience of three years has shown that a premium of three guineas a year is sufficient to secure such substantial benefits, among others, as £6 a week for a period up to four weeks towards the cost of maintenance in a nursing home, contributions not exceeding 20 guineas towards the costs of surgical operations, and contributions amounting to half the fees of general practitioners, subject to a maximum of £8 per annum. These benefits are payable for sickness and accident anywhere in the world at any time in the year, and are not restricted to the period of residence in Oxford."

A summary account of the insurance schemes in operation at the institutions named will be found in the excellent document on University Health Services, published by the National Union of Students, to which we have just alluded. In that Report attention is also called to the experiment at the University of Birmingham, under which a medical examination on a voluntary basis has been extended to all women students, a medical officer appointed by the University Council making an examination of any woman student who so desires. The University authorities of the various Universities in England, Wales and Scotland will be able to form their own judgment as to what particular arrangements for promoting the health of their students may best accord with local circumstances. We deem it, however, to be our duty to call attention to what is already being done by some of their number. We believe that the insurance system has been successful where it has been tried, and we would suggest that the possibility of introducing schemes effectively devised to fit the needs of individual institutions, might well be weighed by all the University authorities of the country.

Halls of Residence.

In the preceding paragraphs dealing with unions, refectories, playing fields and opportunities for physical exercise, we have shown that the University authorities generally have for a long time past been endeavouring to improve the opportunities for the common life of students in the various ways mentioned, and we have indicated the desirability of continued and still more concentrated efforts towards improving the position and remedying existing defects. It will be clear from what has been said that, even in Universities largely non-residential in character, facilities for the common life of students are available. Indispensable, however, as these facilities are and excellent as is much of the provision made for them already, we feel that halls of residence have a contribution of their own to make to that common life of which University graduates will always cherish a grateful recollection. Accordingly it is not surprising that the authorities of the Universities have long recognised the paramount importance of these, if they can be effectively developed. The extent to which the

University Institutions (other than Oxford and Cambridge) have already advanced in the residential direction can be seen from the following table showing the percentage of full-time students in halls of residence in the academic year 1934-35 in England, Wales and Scotland:—

—	Full-time students. (1)	Number in Colleges or Hostels. (2)	Column 2 as a percentage of Column 1. (3)
England (excluding Oxford and Cambridge)... ..	26,228	4,955	18.9
Wales	3,500	537	15.3
Scotland	10,246	836	8.2
Grand Total	39,974	6,328	15.8

The detailed position as regards each individual institution will be found set out in the Appendix (page 57). For instance, it will be seen that among the Universities, Reading with a residential percentage of 68.3 of the total number of students leads the way, followed by Bristol with 37.2 per cent., Durham with 31.0 per cent., Leeds with 23.4 per cent., Manchester with 20.7 per cent., Wales with 15.3 per cent., and London, Birmingham, Liverpool and Sheffield with between 9.5 per cent. and 12.5 per cent.* In Scotland the percentage of St. Andrews is 24.0, followed by Edinburgh with 13.9, and Glasgow with 3.5, while Aberdeen is at present entirely a non-residential University. When the residential system was originally under discussion at these Universities, there were those who argued that the system of halls of residence was either alien to the tradition of these Universities—this view was, we apprehend, particularly held in Scotland, though we believe that in fact the Scottish Universities in their beginning were to a considerable extent residential institutions—or was not well adapted to the circumstances of the institutions. It was, and indeed can be, argued that a non-residential system develops a healthy spirit of independence, that a hall of residence as such and without facilities for internal teaching, is not the best means of promoting the community spirit, and that a wrong sense of values may be created through excessive attention to what some persons might regard as the “frills” of manners, conduct or deportment. For our part, though of course we recognise that a very large number of students can and do flourish under a non-residential system, and that the Universities play an invaluable part in meeting the needs of these students, we nevertheless are convinced that the system of halls of residence is, when effectively developed, a system of great educational value, and that the results already achieved go far to vindicate the pioneers of this movement. As compared with lodgings or with many homes, a hall affords an environment where intellectual interests are strong. It offers students exceptionally favourable opportunities for the stimulating interplay of mind with mind, for the formation of friendships, and for learning the art of understanding and living with others of outlook and temperament unlike their own. It can be, and it often is, a great humanising force. Moreover in Universities where so many students disperse immediately after the working day is done, the Halls, as continuous centres of corporate life, do something to stimulate that life in the University as a whole.

During our recent visits we found in the course of our talks with representative students, almost without exception, not only great appreciation of the advantages offered by well-managed halls of residence, but a desire for further provision of these advantages and facilities. There is therefore no question of the University authorities having to force the pace in this direction. Rather, there is a wish on the part of the students, or at any rate of a considerable number of them, that the pace should be accelerated. Once a hall of residence of appropriate size has been established and is being successfully conducted with a full complement of students,

* It must be remembered that Reading and Bristol are relatively small Universities and are attended by a higher proportion of students living beyond the 30 mile radius.

it pays for itself. Not infrequently, indeed, it can be run with a margin of profit. The financial difficulty is in the initial stage, that is to say in finding the funds for building and equipment. This difficulty has often been surmounted by the generous benefactions of individual donors, and we hope that, as the admirable results achieved by halls of residence become more and more apparent, generous citizens in and about the great centres of population in which the majority of the Universities are situated will render increasing assistance in the foundation of these halls. In so doing they will be following in the line of the numerous benefactors of past ages who every year are commemorated in the ancient Colleges of Oxford and Cambridge which they helped to found. But even where capital benefactions have not been forthcoming or have been insufficient, the University authorities have in some cases raised the necessary funds by borrowing, in the expectation that after a period of years the debt so incurred will be repaid through the margin of receipts over expenditure. Though this is obviously a less satisfactory method of financing the foundation of a hall of residence than its foundation free of debt from the first, we nevertheless think that, in view of all the circumstances, borrowing for this particular purpose can, at any rate in certain cases, be justified on the ground that, if successfully administered, the hall of residence should normally be a revenue-producing unit.

It is sometimes urged or suggested as a difficulty that students are not able to afford the greater cost which living in a hall of residence may involve as compared with living at home or in lodgings. On this two observations may perhaps be made. In the first place, unless we have been misinformed, there is already in a number of cases an unsatisfied demand for residential accommodation on the part of students themselves. In the second place the cost of living in a hall of residence, as compared with the cost of living in lodgings, can easily be exaggerated. Where, however, students, though genuinely desirous of living in halls of residence, may be unable to do so on financial grounds, it is for consideration whether the local authorities, who provide so large a number of entrance scholarships at the Universities, should not be approached with a view to supplementing their awards, so that the students concerned may obtain the substantial benefits which result from residence in a hall. We understand that in Scotland considerably more than half of the authorities concerned have taken power to do so in the Bursary Schemes which they have to submit for Departmental approval.

In general commentary on the need for halls of residence it must be remembered that in many of the homes from which students come facilities for study are either quite inadequate or non-existent, while in lodgings independence may be achieved without being enjoyed. Again, the home or the lodging-house in which students live is very often at a considerable distance from the University buildings, involving much inconvenience, expense, loss of time and strain on health in travelling to and fro in crowded trains and buses. In previous Reports, our first Report issued in 1921, and more particularly in our second Report issued in 1925, we set down what our experience suggested as the most important elements in residential halls of the type we deemed most desirable. In summary our suggestions were these:—

1. The Hall should be specially built for the purpose.
2. Each Hall should be large enough to be economical in working and to accommodate a fair-sized body of students drawn from a variety of faculties.
3. Each student should have a separate study bedroom.
4. The Hall should have a Library containing some good literature of general interest as well as some of the standard books—not only text books—that most students in a subject will need at some time to consult.

Our fifth suggestion as to the element necessary for the successful conduct of a hall of residence does not lend itself to a summary statement, and as the subject is of great importance it will be best to quote what we then said in full:—

5. “ Much will obviously depend upon the manner in which the Hall is conducted. Students who have left school ways and school discipline

behind them and should be learning to think and act for themselves, will need a large measure of individual liberty, and should be able, within certain obvious limits, to take a considerable share in the conduct and regulation of the Hall's internal affairs. The supervision of a fair-sized community of young people, in many respects self-governing, is a difficult and exacting task which calls for rare personal qualities in the Warden, and it is inevitable that the success of the Hall should be largely determined by the selection of the right man or woman to have charge of it. We think that normally the post of Warden should be regarded as a full-time post, but our experience also suggests that it will be easier for the Warden to retain elasticity of mind and freshness of outlook if he or she is not too closely confined to the management of the Hall, nor wholly cut off from the main stream of the University's academic life. It is, we believe, of genuine importance that the Wardens of such Halls as we have in mind should be given some definite responsibilities outside their Halls. What these should be, each institution must decide for itself in the light of local and personal factors, but it may be mentioned that lecturing, tutoring, representing the University on local education authorities or governing bodies of neighbouring secondary schools, have each at one time or another been successfully combined with the supervision of a Hall of Residence. It also seems to us very desirable that the Wardens, who should be men and women of good academic standing and should receive the salary of a senior lecturer, should have some definite academic position in the University; membership of a Board of Studies, a Faculty or even of the Senate—to take examples from the actual practice at some institutions—would give them a first-hand knowledge of the broader aspects of the University's academic work, which could not fail to be of value to them in the supervision of the students in their Halls. Further, it seems to us that a very valuable element in the life of a Hall of Residence may be provided by the presence in it of some of the unmarried members of the University staff, living there not as officials of the Hall but more as senior members of the ordinary community. We believe that in most places there will be no lack of university teachers willing and even anxious to do this, provided that the atmosphere of the Hall is easy and unconstrained, and that comfortable quarters with a separate common room can be set apart for them at reasonable rates."

Ten years' further experience leaves us with nothing to modify and practically nothing to add. But we feel that it may be desirable to emphasize once more how much the success of a hall of residence must depend on the wise choice of a Warden, and to reaffirm our belief in the value of some members of the University staff living in the hall as senior members of the ordinary community.

The Relation between Student and Teacher.

It is a commonplace that in the last resort all education has its roots in a personal relation between teacher and pupil. Educational administration is merely a device for bringing pupils face to face with the right teacher and so giving them an opportunity to catch fire from one who is himself aflame. In a University, however, this relation has a distinctive character. "A University," said the late Sir Walter Raleigh, in an inaugural address delivered at University College, Aberystwyth, in 1911, "consists not of pupils and teachers but of junior and senior students." It might, indeed, be said that one of the main differences between school life and University life is that, whereas there is, perhaps inevitably, in the case of the pupil at school a sense of the gulf which separates him from his teacher, that sense becomes greatly modified or ought to become greatly modified when he reaches the University. In the circumstances in which the modern Universities have developed it is one of the difficulties that the fellowship between student and teacher is not as close as it ought to be, and as they would wish it to be. The difficulty is due to a variety of causes—the very large and almost continuously increasing number of students, involving in a number of subjects very large classes; the insufficient opportunities for meeting outside the classroom during "business hours" owing

to the absence or inadequacy of rooms for the staff, of common rooms for students and of residential accommodation; the still greater obstacles in the way of meeting outside business hours, owing to the large extent of the area over which their places of residence are scattered; the immature state of mind in which a number of students begin their University career and the prolongation into that career of the erroneous conception of a gulf or dividing line between student and teacher; and the inadequate development of what is commonly known as the tutorial system, largely owing to lack of sufficient financial resources.

With the partial, but only partial, exception of the Faculties of Science and Medicine the main medium of instruction is the lecture; and attendance at a large number of lecture courses is commonly compulsory in that it is a condition of admission to degree examinations. The object of such a regulation is to ensure that a graduate shall really have received a University education, and that he shall not only be able to pass certain examinations but that he shall have had the educational advantage of some personal contact with the University's accredited teachers. But it is at best a clumsy device for securing this end. The efficacy of the lecture system has been a subject of discussion, it might almost be said from the first foundation of the Universities, and doubtless the question will continue to be discussed as long as Universities exist. Some condemn it root and branch. The great Dr. Johnson, owing (as he himself on that occasion admitted) to "stark insensibility," deliberately skipped a number of lectures when he was up at Oxford, in order to go "sliding in Christ Church Meadow." His views, however, seem to have been very much the same when he had attained the ripe age of seventy-two, for he then delivered the following opinion:—"Lectures were once useful; but now, when all can read, and Books are so numerous, Lectures are unnecessary. If your attention fails, and you miss a part of the Lecture it is lost, you cannot go back as you can upon a Book." Sir Arthur Quiller-Couch, in his admirable "A Lecture on Lectures," quotes this passage from Boswell's *Life of Johnson*, and then aptly cites the observation of Mr. Augustine Birrell thereon:—"Lecturers are very fond of this quotation—but they go on lecturing all the same."

To the extreme view suggested by Dr. Johnson that lectures as such are merely inferior and superfluous substitutes for books, few would subscribe. In the first place, the books which could replace them often do not exist or are not accessible. The rapid advance of knowledge, the enormous increase in the output of authoritative works and text books, the increasing number of subjects of modern curricula, the vast literature of science embodied in periodicals in many languages, constitute a formidable difficulty even if students had been educated in the schools to read for themselves. Lectures are inevitable, if only to enable students to keep pace with new ideas, experiments, theories and publications. Secondly, even where books which cover the ground are available, students are not always in a position to read them with profit. Indeed, the art of reading is by no means so simple a matter as is commonly supposed. Students who are fortunate enough to come from homes where books are regarded as an essential part of life have a great initial advantage. But the proportion of homes in the country at large in which there is even a moderate collection of books is, we fear, not high. Even in the schools reading may be taught too much as a means to some purely practical end such as the passing of examinations or the obtaining of a post, and too little as a means of enjoyment and a necessity of general education and the right use of leisure. Thirdly, the living voice may supply something which no book can. There is an inspiration to be got from the oral teaching of a good lecturer which would largely be lost if he contented himself with printing his lectures and circulating them among the class. Moreover, there are specially gifted lecturers, to whom it is a liberal education to listen and whose influence, exerted through the medium of the lecture, reaches a far wider circle than would be possible in any other way.

While recognising all this, however, we feel that the lecture may sometimes bulk disproportionately in the whole body of instruction which the student receives.

In the first place, as all University teachers know, the weaker student is apt to assume that the lecture courses to which he is directed to go will between them cover the whole of the ground with which he is concerned; and that if only he

attends them regularly, records them accurately, studies the record assiduously, and in the day of reckoning reproduces it faithfully, he will be assured of a good degree. Unfortunately this mass anticipation may tend to exert an influence on some of the lecturers, who thus come to do their best to live up to the expectations of their students; so that lectures, instead of being a mere means used to throw light on certain parts of the field and as an incentive to the student to read for himself, may come to be regarded as an end in themselves. The story of the elderly professor who during a lecture rebuked a student for failing to take notes, only to be met by the reply that the student already possessed his father's notes of the same lecture, is doubtless apocryphal, but it is *ben trovato*.

In the second place, though the lecture can and should have an electric quality which even the best text book lacks, by no means all lectures in fact do. A type of lecture is not unknown in which the lecturer reads monotonously from a manuscript while the class conscientiously write down every word. In such a case it is impossible not to feel that much time and energy would be saved if instead of delivering his lecture the lecturer had it multiplied and circulated. It must be confessed that in this country comparatively little attention has been given to the form and manner of the lecture. Brilliant lecturers are to be found in every University. But this accomplishment, which is by no means always associated with even the highest academic attainments, depends too much on the accident of temperament and native capacity. Young University teachers might be more systematically encouraged to take serious thought as to the best manner of presenting a subject. In this connection careful preparation is essential, however familiar the topic may happen to be.

In the third place, even if all lecturers spoke with the tongues of men and of angels, it is a question whether the ordinary student is not required to attend too many lectures, to mark and learn a great deal more than he can inwardly digest. The tendency to a multiplication of lectures in the student's time-table is aggravated in some subjects owing to the development of specialised studies.* It is the fact that during our recent visits we received a number of representations from students to the effect that in various Faculties the number of lectures they were compelled to attend was excessive. We are far from suggesting that students are in a position to know what system of instruction may or may not be in their best interests. But this disquiet is by no means confined to students. If the lecture is to be a stimulus to reading and self-education rather than a substitute for them, the student must have a substantial amount of leisure in which to follow up the lines of study and trains of thought which the lecture has suggested. In the later years of the undergraduate course such leisure is especially desirable. This would generally be agreed in principle, but we believe there is widespread doubt how far such leisure is at present available. The difficulty is partly the increasing overloading of the curriculum to which we refer later, partly the disposition of the weaker and more diffident student to treat the lecture as an end rather than a beginning. But though compulsory attendance at lectures may be a necessary evil, as being at present the only practical way of ensuring that the student is taught and not merely examined by his University, it is still an evil. So distinguished a University teacher as the late Professor Henry Sidgwick expressed a doubt as to its utility, even on this lowly ground.

It is true that the Professor drew a distinction between what he called "the élite of academic students" and what he called "the class of so-called academic students." He expected the former to have been trained from childhood in the reception of ideas from books and to be able and willing "to apply prolonged

* In Science and Technology in particular, with the manifold and constant developments taking place in the light of modern knowledge, this tendency needs to be carefully watched. It may well be questioned whether it is either possible or desirable for the Universities to attempt to equip students with the technical knowledge which might be expected to be of immediate use in whatever branch of industry they may enter on leaving the University. The detail of technical work can, in fact, be mastered only by practical experience after the student has left the University, and the function of the Universities in training scientists and technical men for industrial employment is rather to give them such a knowledge of the principles of Science and Technology that they will be able to bring trained minds to the understanding of the practical work which they will have to learn after leaving the Universities.

labour and concentrated attention to the methodical perusal of books under the direction of their teachers." For the latter, i.e., "the class of so-called academic students who require the discipline of schoolboys it may be necessary," he said, "to drive these latter into lecture rooms in order to increase the chance of their obtaining the required instruction somehow. I say increase the chance because it is by no means certain that young people of this turn of mind will actually drink of the fountain of knowledge even if they are led to it daily between 10 a.m. and 1 p.m. But the compulsion may, no doubt, increase the chance of their imbibing knowledge, since it is difficult to find amusement during a lecture which will distract one's attention completely from the lecturer, although I have known instances in which the difficulty has been successfully overcome by patient ingenuity."* These remarks were made in 1890, but they have lost none of their significance to-day. It is, indeed, a real drawback to the compulsory system that it is appropriate to a mental age considerably younger than that of University students. Its tendency is inevitably to retard the process of getting rid of the schoolboy's attitude towards "work." The student who attends a lecture only because he must is not likely to attend in the mood most favourable to his profiting by it.

We believe that University opinion is very widely awake to the dangers and deficiencies of the compulsory lecture system as it now exists; and that there is substantial agreement as to the direction in which a remedy is to be sought. Lectures might be fewer and need not be compulsory if a greater use could be made of the seminar or tutorial system. The distinctive advantage of this system is that the teacher meets the individual student or a group of students small enough to make possible a real discussion in which all present can take part, so that between the minds of student and teacher there is real give and take. In the more literary subjects at least this is a substitute for the informal intercourse which already exists to some extent between student and demonstrator in a scientific or medical laboratory. The lecture is necessarily the same for all; in the tutorial hour or seminar, instruction is adapted to the needs of the particular students concerned. In the lecture students are merely receptive, and it has been described as "an animated dialogue with one part left out"; in the tutorial hour or seminar this missing part is supplied. Students can there ask their own questions, submit their own difficulties, and in some subjects even argue and defend their own ideas. Where, as often, the basis of discussion is a paper contributed by a student, this is accentuated. Here the function of the teacher is, as Socrates said of himself, like that of the midwife, to assist others in the sometimes painful process of bringing to birth their own mental children. Students are thus enabled in discussion with the teacher and with one another to develop, to clarify, and to correct their own ideas, and this is far more stimulating and educative than any mere assimilation of the ideas of the teacher, however excellent those may be.

No doubt the tutorial system is a supplement to, rather than a substitute for, the lecture system. However highly it is developed there is still room for the more formal lecture in the hands of a skilled exponent. But even so there might be fewer of them, and they might be allowed to depend for their audience on their own intrinsic attractiveness. Nor need all members of the staff be expected to give them, for, just as not all good clergymen have the gift of preaching, so not all good University teachers have the gift of lecturing. An incidental advantage accruing from a reduction in the number of lectures would be that it would give more time to the most experienced members of the staff to establish closer contact with at least the most promising of the students. A tutorial system in which the junior members played the only or even the main part would be very far from what we have in mind.

In all this, as we have already said, we believe we are voicing general University opinion. The University authorities have set their faces in this direction and, if they have not made much more rapid progress, it is not for want of the will, but for want of the means. The obstacle is financial; smaller classes

* Quoted in a *Lecture on Lectures* by Sir Arthur Quiller-Couch, p. 9 (Hogarth Press, 1927).

involve a larger staff. No doubt in most Universities, owing to the very great expenditure entailed, anything like a complete tutorial system is an ideal, pointing the direction in which to move, rather than a practical policy for the immediate future, but an increase in the numbers of staff for this purpose has been urged by the University authorities in many places as among their major financial needs, and the policy implied of moving in this direction as strenuously as means will permit is one which has our cordial sympathy.

Meanwhile we may call attention to a slightly modified form of the tutorial system which need not require much financial outlay, and which has recently been introduced here and there. Thus, to take an example from Scotland, the University of St. Andrews has introduced a system known as the Regent System, under which members of the teaching staff have been nominated to act as Regents to advise men students in their reading and generally to supervise their work and conduct. That is, irrespective of any general change in the ordinary method of instruction, each student may, on entry to the University, be assigned to a particular member of staff whose function it will be to act as his guide, philosopher and friend throughout his University career. Such a tutor will keep a friendly eye on his pupil's progress, and will be available for consultation on difficulties of all kinds, while in his Regent's house or rooms the student will always feel himself welcome. We believe there is a great fund of goodwill among members of staff in the Universities generally which might be utilised in this way. In the case at least of the student for the ordinary degree who may be taking many different kinds of subject, expert help in the co-ordination of his work is specially apposite.

Curricula.

To-day the Universities have under review not only their modes of teaching, but also the matter which is to be taught. Here, indeed, their questionings lead them far back into the school life of their students and the mental bias students have received before they enter the doors of the University itself. It is asked whether school curricula and University curricula alike have not become overloaded and over-specialised. Thus, it is sometimes said that winners of entrance scholarships at Universities to-day display an amount of erudition comparable to that which was demanded of those who took first classes in final Honours Schools a generation ago; and it is questioned whether this increase in learning may not have been too dearly purchased by a loss in intellectual curiosity and initiative. If nothing but unremitting attention under careful supervision can carry the pupil through the prescribed syllabus in the time available, and if there is no leisure for straying down side paths, however enticing, or for following up lines of individual interest, the outcome is only too likely to be a mind dull and stereotyped even within its own sphere. We may indeed hope that there are not many in the position of the man who, looking back on his school days, remarked sadly, "I had been turned into a remembering machine untrained to think a single thought." Still, he is only an extreme case of a danger that is widely recognised. It may be argued that the responsibility for guarding against it rests upon the schools rather than upon the Universities. But in this matter the Universities are emphatically their brothers' keeper. It is of vital interest to them that the human material they receive should reach them unwarped, and inasmuch as they lay down their own entrance requirements, conduct their own scholarship examinations, and through their examining boards take a large part in the conduct of existing School Certificate and Higher School Certificate examinations, they exercise an immense influence on the schools. The remedy, therefore, if remedy is needed, is to a considerable extent in their own hands.

Again, the Universities are obviously beginning to have doubts whether, after students have entered their doors, many of them may not be pursuing courses too specialised for their true educational needs. At present, in England and Wales, as distinct from Scotland, a considerable majority read for Honours degrees. As contrasted with the ordinary degree, Honours degrees are usually taken in a single subject, and it is asked whether a graduate may not sometimes have attained even high distinction, e.g., in Mathematics or Chemistry, French or English, without his ever having received a sufficiently broad training to justify his being regarded as an educated man, or a sufficient mental discipline to equip him for exercising an

intelligent judgment in matters outside his own narrow field. In so far as this charge has substance, it is not the result of any deliberate policy on the part of the Universities. The relatively circumscribed character of the Honours course to-day is the natural effect of the growth of knowledge, just as the rising standard of information possessed by entrance scholars is the natural effect of increasingly severe competition, and of the operation of the principle of the survival of the fittest in a sphere where fitness has to be measured by examination. The difficulty is, that with the rapid growth of knowledge the field which can in any case be mastered in three years' study is continuously contracting, and so, inevitably, knowledge of the same standard of thoroughness is bound to be about "less and less." This is obviously regrettable, and to-day there is a good deal of not ungrounded disquiet in the University world concerning the proportion of graduates who are being turned out with a primarily specialised training. At the same time it is much easier to deplore the evil than to prescribe the remedy.

Thus it must be remembered, firstly, that a University is not less essentially concerned to increase than to impart knowledge. On its staff there will always be an honoured place for the single-minded scholar of the type of Browning's Grammarian who "resolves not to live but know," and who accounts his life well spent if, in the course of it, he has "settled *Holi's* business, properly based *Oun*." Indeed it is one of the functions of the University to uphold the value of learning for the sake of learning. To fulfil this function it must train at least a certain number of young researchers from whom the ranks of the savants and discoverers of the next generation will be recruited. Nor, secondly, must it be forgotten that, even as regards undergraduate training, the Universities stand for an austere conception of knowledge. It has always been a root principle of the British Universities that the degree course must be a real intellectual discipline, and that for the Honours degree in particular an exacting standard must be demanded. They have been actuated by the principle expressed by Dean Church:—"No man can know everything; but the men who influence the thoughts of their time are not those who try to know all things but those who have learned one thing so well that they know and show others also *what knowing means*."* In view of the animadversions of some transatlantic critics upon some transatlantic Universities, British University teachers may be pardoned if they hasten rather slowly in the direction of any broadening which may involve dilution.

Is it the primary business of the University to turn out exact scholars, or educated men of the world? This is a time-honoured controversy. It goes back not only to Pattison and Jowett in the 19th century, but even to the schools of Plato and Isocrates in ancient Athens. It will never be finally resolved, for in Universities there will to the end of time be some tension between these two aims, both of them true. There is in this matter no absolute right and wrong, but only an alternating bias, now in one direction, and now in the other. But at this moment there is some reason to suppose that University opinion is tending towards a greater broadening of some of the degree courses. What is criticised is not so much specialism in itself as premature specialism. It is a question whether even the youthful aspirant to a Fellowship of the Royal Society or of the British Academy should not have his education broadly based at the undergraduate stage. It may cease to be a question when one comes to the much larger proportion of students who in later life are never going to be on the staffs of Universities or research institutes, but are going into the professions, including other branches of the teaching profession, or into public life.

No one who has discussed these matters with the University authorities, as we have had the privilege of doing, could fail to note certain tendencies of the moment. To begin with, there is much debate in the University world—and concrete schemes are, we understand, under consideration in various quarters—as to the reform of some of those school examinations which are under the control of University boards, with a view to requiring a wider range of subjects from each candidate and at the same time lightening the syllabus in such a way as considerably to

* *Human Life and its Conditions*, p. 166.

diminish the demand on information, while somewhat increasing the demand on intelligence. Again, with regard to the University courses themselves, there are at least two directions in which a possible remedy is being sought. One is suggested by the old Scottish system according to which a first degree was always an Ordinary degree, covering a wide range of subjects: it is urged that in view of the greater width of the Ordinary as compared to the Honours degree, a much larger proportion of students than at present should be induced to take it. The other perhaps bears witness rather to the traditional prestige of the Oxford School of Literae Humaniores: in recent years both in Arts and Science a considerable number of General Honours Schools have been established and others, we believe, are in contemplation. This latter plan has an advantage in that, so long as Honours Schools exist, an ambitious man naturally aims at Honours, and it is by no means the weaker brother only who might benefit more by a broader type of education. On the other hand, in the nature of the case, such Schools must usually be constructed a little artificially out of fragments of existing Schools which have been originally designed for specialists and are taught by specialists, and a collection of such fragments is not necessarily the same as a unified General Honours School.

We have touched on this problem with considerable hesitation since its solution does not in the main depend on finance, and it therefore falls somewhat outside our immediate province. In seeking to solve it the Universities must work out their own salvation, and advice or criticism from outside can seldom be sufficiently well-informed to be helpful. Yet it is most germane to the question which we raised at the beginning of this section on Students, as to how far the students of to-day are getting what they ought to get out of a University education; it seems to be engaging the attention of the Universities themselves in an increasing degree; and our picture would be incomplete if we omitted it entirely. The subject is undoubtedly complex, and we cannot pretend to know how far the Universities will or should go in either of the directions we have indicated. But we note with keen interest the stirring of the waters.

Problems of Numbers and Employment.

In the earlier part of this Report we have already called attention to the substantial increase in student numbers at the Universities during the past period of six years. We think it may be of interest to show the increase in the University population for all the institutions now on the Committee's grant list from the beginning of the present century. The figures we have obtained are those of full-time students, and are given in decennial periods—1900-01, 1910-11, 1920-21 and 1930-31. To these are added the figures for the most recent year available. The figures in brackets after each total in the decennial periods are those of the total population derived from Table 3 of the Census of England, 1931 (General Tables).

It should be borne in mind that the figures in the following table can only show approximately the proportion of university students to total population in the three countries. For instance, the figures of students include those coming from the Colonies and from foreign countries, and these represented about one-eleventh of the total number of students in 1934-35. Again, considerable numbers of Scottish students attend English Universities, while a number of English students attend the Scottish Universities.

Moreover, it must be remembered that the figures for the year 1920-21 include about 13,000 men who were aided to take University courses under the Government's scheme for the higher education of ex-Service men.

[See Table on the following page

TOTAL NUMBER OF FULL TIME UNIVERSITY STUDENTS IN RELATION TO TOTAL POPULATION.

	1900-01.			1910-11.			1920-21.			1930-31.			1934-35.		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
England	11,755	2,090	13,845 (30,514,967)	16,038	3,579	19,617 (33,649,571)	26,251	7,617	33,868 (35,230,225)	25,213	8,595	33,808 (37,359,045)	28,366	8,526	36,892
Wales	778	475	1,253 (2,012,876)	899	476	1,375 (2,420,921)	2,032	806	2,838 (2,656,474)	1,927	941	2,868 (2,593,332)	2,562	938	3,500
Scotland	4,432	719	5,151 (4,472,103)	5,137	1,599	6,736 (4,760,904)	8,716	3,030	11,746 (4,882,497)	7,614	3,536	11,150 (4,842,980)	7,478	2,768	10,246
Totals	16,965	3,284	20,249 (36,999,946)	22,074	5,654	27,728 (40,831,396)	36,999	11,453	48,452 (42,769,196)	34,754	13,072	47,826 (44,795,357)	38,406	12,232	50,638

It will be observed that there has been a much larger proportionate increase in the University population than in the population as a whole, and this fact alone indicates a widespread and rapidly growing appreciation of the advantages and value of a University education. This much is clear. But, when we come to consider the question of the probable future trend of numbers, we are inevitably met with many difficulties and, since we are not blessed with the gift of prophecy, our observations must be taken as purely tentative. Perhaps the principal point on which there is room for speculation is the extent, if any, to which the notable increase in the birth rate in the years following the War (i.e., 1920-22 inclusive), and the marked and continuing decline from 1923 onwards, will affect University attendance. In the course of an Inaugural Address to the Royal Statistical Society, delivered on November 20th, 1934, Professor Major Greenwood observed:—
 “ Births fell to a minimum in 1917-19. In 1920 there was a large increase, and by 1926 the secular decline had brought the quota down to the 1917-19 level. If we take 18 to 19 as the modal age of entrants to a University, 1935-36 should feel the decline; there should be a recovery in 1938-39 and then the decline . . . should be unbroken.”*

If birth-rate figures were the sole factor to be taken into account, Professor Greenwood's forecast would no doubt be realised. But there are other influences at work. In 1933-34 and 1934-35 the figures of first-year University entrants certainly show a slight decline—189 in 1933-34, and 374 in 1934-35. But, if it is borne in mind that the total number of such entrants is in the neighbourhood of 15,000, the decline will be seen to be relatively negligible. Moreover, as regards the whole number of students in attendance in any one year, it may be counterbalanced, as it was in fact counterbalanced in England and Wales in the two years specified, by a simultaneous lengthening of the average student life. In other words, the total student figures in 1933-34 and 1934-35 in England and Wales still show an increase on those for the preceding years. Whether the number of first-year entrants will continue to decline slightly until 1938, when the notable increase in the birth rate of the years 1920-22 inclusive will come into play and when on birth-rate considerations alone an increase in University entrants might be expected, is a question to which we should hesitate to offer anything but a very tentative answer.† Even more uncertain and hazardous must be any conjecture as to the possible effect of the sharp and continuing decline in the birth rate from the year 1923 onward. For it is the case that, whereas birth-rate figures have a direct and emphatic effect in diminishing the population of the elementary schools, they do not seem to have a corresponding effect on the population of the secondary schools, and it is from the secondary schools that the vast majority of the students pass into the Universities. We understand from statistics compiled by the Board of Education that in England and Wales the rise in the secondary school population during the past ten years has been continuous. In 1925 the number was approximately 425,000, while the estimated figure for 1935 is 548,000. The term “ secondary schools,” as here used by the Board, covers not only the grant-aided secondary schools but also a large number of schools (including a certain number of the schools commonly known as Public Schools) which are “ recognised as efficient ” but are not grant-aided. On the other hand, there are secondary schools of which the Board have no official cognisance, as they have not applied for any form of official recognition. These are necessarily excluded from the above calculation. Their exact population is unknown, but, according to the figures in the *Year Book of Education*, it might be put in the neighbourhood of 50,000.

We understand that the Board anticipate a continued increase in the number of pupils in grant-aided secondary schools, and these account for five-sixths of the whole secondary school population. This implies an expectation that the decline

* Inaugural Address as President: reprinted from the *Journal of the Royal Statistical Society* Volume 98, Part I, 1935, pp. 11-12.

† Even if it be assumed that the increase in the birth rate in 1920-22 may have some effect on the total number of students desiring a University education, it would not necessarily follow that the actual number of University entrants would show a marked rise; for, unless local authorities were to offer additional scholarships to meet the increased demand, a number of such students might in fact be unable to realise their ambition.

in the birth rate will be more than neutralised by the operation of other factors, particularly by the growing public appreciation of the value of a secondary school education, by the determination of an ever-increasing number of parents that its benefits shall be extended to their children—a determination all the more easily given effect because of the smaller size of the average family—and by the efforts of the State not merely to inculcate the advantages of further instruction but to meet the demand thus stimulated. In so far, therefore, as the figures of secondary school population, whether actual or estimated, are a reliable guide to University recruitment, it is perhaps not unreasonable to anticipate that in England and Wales at any rate the demand for a University education will at least not diminish in the future.* In Scotland, where anxiety to obtain a University education has been far more universal and has manifested itself for a much longer period, the proportion of the University population to the whole population has been, and is, far higher than in England and Wales. Indeed, in Scotland there is some ground for supposing that, for the present, at all events, the high-water mark has been passed, and that difficulties connected with the absorption of University students into employment have caused a decline in the number of entrants. Certainly this would seem to have been the case at the two larger Universities, Glasgow and Edinburgh.

It will now be desirable to consider more closely the figures of University population in the three countries, compared with the total population of each. The following Table shows the position as regards full-time students in the years 1924-25 and 1934-35 respectively :—

Full-Time Students.

—	1924-25.	Population, 1921.	Proportion.
England	30,724	35,230,225	1 in 1,147
Wales	2,643	2,656,474	1 in 1,005
Scotland	9,770	4,882,497	1 in 500
Total	43,137	42,769,196	1 in 991
	1934-35.	Population, 1931.	Proportion.
England	36,892	37,359,045	1 in 1,013
Wales	3,500	2,593,332	1 in 741
Scotland	10,246	4,842,980	1 in 473
Total	50,638	44,795,357	1 in 885

It will be observed that in England the proportion of student population to total population is markedly less than it is in Wales, and actually less than half of what it is in Scotland: and also that, while there has been some proportional increase in the English University population as between the years 1924-25 and 1934-35, the increase has been far greater in Wales.

It is obvious that no precise estimate can be formed of the number of students who in any particular country ought or ought not to proceed to a University. In examining this question, however tentatively, it may in the first instance be helpful to consider the existing position in other countries. Through the courtesy of Dr. Kotschnig, late Secretary-General of the International Student Service, whose headquarters are in Geneva, we have been supplied with some statistics bearing

* It must be repeated that this conclusion is purely tentative and that the difficulty of correct deduction from such statistics as exist is formidable. Thus, no figures of age-groups are available for other than grant-aided Secondary Schools, but the number of pupils in these Schools in England and Wales aged 16 and over shows a decline of some 25 per cent. between 1932 and 1935; on the other hand, in the same period the number aged between 11 and 16 shows an increase of 12 per cent., the figures for 1935 being provisional; moreover the number of entrants to grant-aided Secondary Schools between 1925-26 and 1934-35, though fluctuating in particular years, shows a tendency to increase. Nor would the fluctuations in the age-group of 16-and-over necessarily have a marked effect on University entrants, since the number of those pupils who would normally proceed to a University is, perhaps, in any case relatively limited. Again, it is not only from the Secondary Schools of this country that the Universities attract students. The number of Dominion and Foreign students has increased by over 600 in the years from 1924-25 to 1934-35.

on the point. Before giving selected illustrations from these statistics, with a view to comparisons with this country, it is necessary to sound a note of warning. International comparisons are notoriously a matter of extraordinary difficulty and, however great the effort to achieve precision, it is never possible to be certain that the terminology conveys an exact impression of the actual situation. Dr. Kotschnig's figures relate to the total enrolment of full-time students in "institutions of higher learning" in the various countries of the world. We understand that the definition includes a certain number of students in what perhaps might be termed senior technical colleges, whereas our own University statistics, though they include a certain number of such students, who no doubt would be comparable with those who go to make up the continental figures, do not, for instance, include a considerable number of full-time students preparing for higher, in some cases University, examinations in senior technical institutions. In England and Wales the total number of such students is, we believe, about 7,000.* Taking Dr. Kotschnig's figures, we find that in the countries named the number of inhabitants per student in 1934 was as follows:—

Italy	...	...	...	...	...	808
Germany	...	...	...	...	...	604
Holland	...	...	...	...	...	579
Sweden	...	...	...	...	...	543
France	...	...	...	...	...	480
Switzerland	...	...	...	...	...	387
United States of America	...	...	...	...	...	125†

If we compare these figures with those already given for England, Wales and Scotland and make liberal allowance for margins of error in the basis of our comparison, it does not look as though in England, at any rate, there is an unduly liberal provision of facilities for University education, unless indeed it be held that University education is being altogether overdone elsewhere. It is true that in certain countries there have been searchings of heart as to whether the supply of University graduates is not entirely excessive. Thus, we believe that in Germany the Government since April, 1933, has taken drastic steps to cut down the supply of students entering the Universities. It is pointed out in Dr. Kotschnig's admirable preliminary survey‡ which appeared last year, that in 1934 only some 16,000 students from secondary schools in Germany were allowed to enter the German institutions of higher learning as compared with something like 30,000 students in 1932. While nothing approaching to this drastic action has, we believe, been taken in any other of the principal European countries, there seems to be widespread concern as to the amount of unemployment among students who have left the Universities, a concern which has stimulated the International Student Service to publish the preliminary survey to which we have just referred. All over Europe, as well as in the United States, there has been a remarkable increase in University population in the years following the war as compared with the years preceding it. For a variety of reasons not all countries have been able to ride the economic storms since the War so successfully as our own, with the result that the University student abroad has experienced hardship in the way of unemployment on a scale to which there has been no parallel here.

In the course of our visits we made a point of ascertaining, as far as we could, whether any of the University authorities had cause for concern as to the employment position in respect of their own students. Exact statistical data were naturally not available, but we formed certain broad impressions. In the years immediately following the acute financial crisis of 1931 a certain number of graduates undoubtedly found difficulty in getting posts. On the other hand, even in those years, the position could hardly be described as serious, since the majority did eventually

* Of these approximately 1,900 were taking University courses of one kind or another.

† *The Biennial Survey of Education, 1930-1932*, issued by the United States Department of the Interior gives 1 student for each 275 of the population by including only those students above sophomore year.

‡ *Planless Education, an International Study of the Unemployment in the Learned Professions*, published by the International Student Service. A final report, it is understood, is now in course of preparation.

find employment. Since 1934, when recovery began to set in, the difficulties have sensibly diminished. A number may have had to wait some little time before they found any opening, but even in the best of times delay is occasionally inevitable owing to the necessity for further professional study or training, and we believe that the percentage of those actually unemployed is relatively small. This is the general conclusion which we reached, taking the country as a whole. But the position does not seem to be quite the same in each of the three countries of Great Britain—England, Wales and Scotland. We hesitate to make comparisons since, as we have already stated, exact statistics were not available, and it may be that the views given us have sometimes erred on the side of optimism. Nevertheless we believe that, so far as the output of the Universities is concerned, employment difficulties have been less serious in England than in either of the sister countries. Both in Scotland and in Wales it has, for instance, been less easy for students trained for teaching to find posts in schools. In Scotland we believe the position is now correcting itself, and it is noteworthy that during the last two or three years there has been a sensible diminution in the number of students at the Scottish Universities. In Wales we fear that equilibrium has not yet been established. In other words, there is a longer delay there in teachers becoming absorbed in the schools, as well as a certain amount of actual unemployment among other University graduates. Perhaps it is not rash to connect this phenomenon with the figures of student numbers which show that in Wales, as in Scotland, a much larger proportion of the population is receiving a University education than in England. At any rate we think that the University authorities of these two countries would be well advised to keep a vigilant eye on the employment aspect of University problems.

In the practical business of helping to "place" students, we believe that the Appointments Boards or Committees which are now a feature of most, if not all, of the University Institutions, are fulfilling an increasingly useful function. At the same time there seemed to us to be cases in which the work deserved an even stronger measure of support than is being lent to it at present. In more than one instance representations which we received from the students led us to believe that the question of their prospects of employment weighed heavily upon their minds. We realise that the heads of departments, particularly in the Faculties of Science, Pure and Applied, already render invaluable service in the task of finding appropriate employment for those who have studied under them. Where this is done effectively, as we believe it usually is, there is doubtless little need for the intervention of an Appointments Board or Committee, but there must always be a more or less considerable residue for whom the assistance of an administrative organization, whether it be called a Board or a Committee, is desirable.

The task of putting students into touch with employers is in itself no easy one. Even more difficult, perhaps, is the task of guiding students, possibly in an early stage of their University course, towards the career best suited to their talents and capacities. In a preceding paragraph we expressed a belief, based on information supplied by the University authorities, that the actual amount of unemployment amongst students was, as regards the country as a whole, not large. On the other hand it may well be the case that, though employment has been obtained, it may not be particularly suitable, involving a sense of frustration on the part of the employee with a consequent loss of efficiency. From the employer's angle, too, it is obviously important that there should be an effective administrative organization which can be trusted to take account of, and to meet, his individual needs. It was therefore natural to find that, wherever really efficient Appointments Boards have got into working order, a widening circle of employers of all kinds are learning to make use of them. The precise machinery most suitable for adoption at individual Universities may doubtless differ. What we are concerned to emphasise is that the question of means and methods is of pressing importance at the present time and that it should receive the attention which it merits. It must be remembered that the effective employment of University graduates is a matter of much moment, not only to the individuals immediately affected, but also to the community as a whole, since the appropriate use of talent must, to a large extent, govern the pace of social progress.

From a number of Reports of Appointments Boards which we have seen we are glad to note that, while the regular professions continue, as a matter of course, to replenish their ranks from the Universities as they have done in the past, a larger and larger number of industrial and commercial appointments are being thrown open to University graduates. Industrial research and administration, the library service, journalism, the almoner service of hospitals, and the like, may, it is to be hoped, absorb increasing numbers. It is well known that the Civil Service looks to the Universities to supply the larger proportion of its higher administrative staff. * Not everyone, however, is aware that it also finds the Universities useful in another way. In the Report of the Royal Commission on the Civil Service issued in July, 1931, attention was drawn to the opportunities "of obtaining entry to the Service already open to University graduates who have taken a good pass or low honours degree. In the years 1925-30, 295 posts were filled from what is known as the 'Tax Inspectorate group competition,' for which the age limits are 21 to 24; this competition has been used to fill posts of assistant inspector of taxes, of third class officer in the Ministry of Labour, and of assistant auditor in the Ministry of Health. Of the successful candidates in the above years 252 were University graduates. Although a large proportion of the successful candidates are University graduates, it appears to us that the importance of this avenue of entry to the Service may not be fully appreciated by all University authorities." (Para. 246 of the Report.)

We wish that we could speak as favourably of the prospects of University graduates being utilised for the Local Government service of the country. In our last Report we called attention to the Final Report of the Royal Commission on Local Government and its view that University graduates "would be valuable recruits to the Local Government Service." The Report of the Royal Commission was followed, in 1934, by the Report of the Hadow Committee, appointed by the Minister of Health, on Qualifications, Recruitment, Training and Promotion of Local Government Officers. That Report contained *inter alia* the following observations:—"If we exclude the medical and education services, University graduates enter local government exceptionally and with difficulty. Few local authorities expect to take graduates on to their ordinary staff, unless they possess some technical qualification. We have already expressed the view that local authorities cannot afford to make so little use of the ability to be found in the Universities. All that we said on the subject of natural ability when advocating recruitment from the advanced secondary group applies equally to graduates. We are in this dilemma. Either the entire educational system of the country is mistaken, or local authorities ought to be drawing systematically on the Universities. Nor is it solely a question of natural ability. The value of University education as a preparation for administrative work cannot be denied. Advanced study supplies a background of knowledge, develops powers of judgment, accustoms the student to handling documentary material, trains him in the presentation of cases. These are all necessary qualities in a public office, and make an excellent foundation on which to build the practice of administration. This has for many years been recognised in the Civil Service, and the bulk of their higher administrative staff is drawn from the Universities. It is significant also that large business undertakings are taking graduates on to their ordinary staff."

In view of these cogent recommendations and the example of the Civil Service, whose organisation we believe is being increasingly appreciated in foreign countries and in the Dominions, we cannot but express surprise that so little effective notice seems to have been taken of this matter in Local Government circles. It is true that the London County Council have recently arranged with the Civil Service Commission to hold themselves free to recruit annually a maximum of four candidates from those who have presented themselves for the Civil Service examination (Administrative Class). But we see little or no evidence of this precedent being followed elsewhere or of any alternative plan of University recruitment being devised. Whatever the practical difficulties may be, it seems to us peculiarly paradoxical that Local Authorities should not avail themselves more freely than they do of the product of the Universities, since they show their appreciation of the value of a University education by expending approximately £370,000 annually

in the award of Scholarships to the best of their Secondary School scholars who proceed to the Universities, as well as by contributing over £500,000 a year in direct grants to the Universities. In the interests of the community we cannot but urge that those who give so generously should endeavour to reap a fair share of the harvest they have sown. This can best be done by extending to University graduates all reasonable opportunity for obtaining work which they should be peculiarly well fitted to perform.

Having dwelt so long on the question of employment, we feel it our duty to enter a *caveat*. It would be a great mistake if the University authorities or the students themselves were to be preoccupied solely with the professional prospects of after-life. The objective of the best training for a vocation in life is not easily reconciled with the objective of the best training for life itself, and Universities in the course of their history have always been faced with the dilemma. It has been said that "the University did not begin as an academy—a centre of scientific research; it was a professional corporation for the training of lawyers as at Bologna; of physicians as at Montpellier; and above all of the clergy, as at Paris. The Renaissance altered this and transformed the *Universitas clericorum* into a *Universitas litterarum*. A hundred years ago a man went to Oxford simply because it was part of a 'liberal' education."* At the present time a special responsibility rests on the British Universities in regard to a training for life. In many of the countries of Europe, mighty energies have been unloosed and fundamental changes in the social structure have been effected, based on convictions passionately embraced and ruthlessly enforced. In those countries independent thought and critical discussion of the principles of government or of the meaning of life are no longer possible, even in the Universities. On the other hand, in the countries in which there is still no obstacle to freedom of thought, there appears to be much confusion of belief in regard to fundamental issues, and too often an apathy or absence of any conviction, arising from failure to think seriously about these issues, a failure due sometimes to an inner inhibition, an unconfessed fear of the possible consequences of such thinking.

Here arises the responsibility of the Universities. They are the inheritors of the Greek tradition of candid and intrepid thinking about the fundamental issues involved in the life of the individual and of the community, and of the Greek principle that "the unexamined life is no life for man." In these fields they should have an important part to play, not only through the original work of their best thinkers, but through the training in thinking which they give to the students whom they send out into the world. Their graduates should have sufficient familiarity with some of the best thought of the past on these matters to ensure a large and liberal method of approach. Certainly it is no part of the duty of a University to inculcate any particular philosophy of life. But it is its duty to assist its students to formulate their own philosophies of life, so that they may not go out into the world maimed and useless. It should stimulate and train them, not of course necessarily to think alike, but at least to think, and to think strenuously, about the great issues of right and wrong, of liberty and government, on which, both for the individual and for the community, a balanced judgment is essential to a rational life.

The question of the true purpose of a University education has a bearing on the question of the number of those who ought to receive it, as well as on the form which it ought to take. Are the Universities too preoccupied with the problem of purely professional vocations for their students? Is the emphasis, on the other hand, too academic, too divorced from the practical life of men? Are the advantages of University education to be thought of mainly in terms of the well-being of the blackcoated professions? Ought not a University education to bring its own reward of an enlarged and more balanced mind even in occupations which, because they are manual, have in modern times, perhaps altogether erroneously, come to be less esteemed? Is the corporate life of the University itself sufficiently well designed and organised to promote the fellowship of students

* *The University Tradition and its Place in Modern Society*, by Christopher Dawson, University Supplement of *Time and Tide*, November 16th, 1935.

with one another and the fellowship of students and teachers so as to provide a background of values for after-life? We ask these questions not because we can give any ready-made answers to them, but rather in the hope that they may stimulate consideration and discussion within the Universities themselves.

It seems to us that their solution is to some extent bound up with the answer to another question, namely, what number of students is appropriate for any particular University. This question is, of course, quite distinct from the one we have already touched upon—that of the appropriate number of University students in relation to the population of a country as a whole. It is conceivable that the total number of students may not be excessive, and yet that the number in a given University may be too large to admit of that University being really efficient. In the course of our visits we made a point of asking the various authorities whether they had considered this question of appropriate numbers. In most cases we received the answer that the question had been considered, but by a curious coincidence it seemed that the ideal number was always a little in excess of the existing number. While this answer may, of course, be the correct answer, we must confess to a certain measure of doubt as to whether the coincidence is always inevitable. That the ideal number should vary, as between one centre and another, is only to be expected, but we were unable to discover any principle of definition and, indeed, except in the case of some of the Medical Faculties, none of the Universities appear so far to have taken any serious steps to control their numbers, or even to have thought out very clearly the principles on which any attempt of the kind should be made.

Though the financial and material resources of a University have an important bearing on this question of numbers, they ought not to be the sole deciding factor. For instance, the multitude of studies and an increasing tendency to specialisation may be a source not of strength but of weakness. But it is perfectly clear that, in the absence of adequate financial resources—and financial resources are too often not adequate—excessively large numbers in any individual institution must not only impose an inordinate strain upon the teaching staff, but also, where residential facilities are lacking, must weaken the sense of corporate life and the vital elements of fellowship. The question which each individual University has to ask itself is not “Should we open our doors even wider because an increasing number of aspirants with reasonable academic qualifications continue to press forward for entry?” but “Has the time already arrived, or is it on the point of arriving, or is it still remote, when every addition to our numbers will tend to weaken the quality of the instruction and still more the value of the training for life which we seek to give?” Admittedly the answer, whatever it may be in each individual case, ought not to be framed for all time, but it might at least be framed for a period of time, if only that the University authorities may have some opportunity of taking stock of their position, of measuring the institution’s efficiency, and of planning for the future. We will not carry this discussion further, but will content ourselves with commending the problem to those immediately responsible. It will be for each University authority to consider it in the light of all the circumstances affecting its own institution.

II.—BUILDING PROBLEMS.

As our previous Reports have testified, the British Universities have the housing problem always with them. In the main this is a natural symptom of growth, just as it is with the boy who is always outgrowing his clothes and in whom the presence of unsightly gaps at wrists and ankles are tolerated, if not welcomed, as signs of healthy development. There comes a day, however, when the purchase of a new suit can no longer be delayed; and at the moment many of the Universities are facing something like a building crisis. Indeed, taking the institutions as a whole, we have formed the opinion that, for the time being, this is one of their three outstanding financial needs, the others, of which we have spoken earlier, being the provision of more facilities for the corporate life of students, and the strengthening of the teaching system by additions to the staff.

The chief cause of the building crisis is simply the astonishing increase in the population of the Universities since the beginning of the present century, and particularly since the War. In most cases the main buildings were erected before this increase took place, and were designed to accommodate a very much smaller number of students than they now have or expect to have. In the main, the expansion has had to be dealt with by interim measures of different kinds. Though in the interval all of the Universities, including Oxford and Cambridge, have made remarkable efforts to improve their buildings and accommodation generally, and have actually achieved much—in one or two cases even virtually acquiring new homes—it is on the whole true that they are still living under interim housing-arrangements adopted as emergency measures more than 15 years ago. Those measures took different forms, examples of all of which are to be found in nearly every University. Sometimes there has been nothing for it but simply to acquiesce in the congestion of existing buildings, as for instance where students are crowded too closely together in laboratories, or where the same laboratory is shared between elementary and advanced students, involving endless and vexatious waste of time and energy in the daily putting up and taking down of apparatus; in some places we have seen an ingenuity in the use of every conceivable square inch of space that would have been worthy of sailors on board ship. Often recourse has been had to the use of neighbouring buildings which were never planned for University purposes at all, as, for instance, converted private houses or offices, not infrequently of a peculiarly gloomy and unattractive character. Often again purely temporary erections, such as old army huts, have been utilised. In some cases these are less depressing to their occupants than the converted dwelling-houses, though they are apt to suffer from extremes of heat and cold and to be imperfectly protected against the elements. But the term of their natural life is a short one, and in most cases it has already been exceeded. Of every one of these expedients it is broadly true that arrangements which may be tolerable and practicable as interim arrangements are neither tolerable nor practicable permanently.

Another cause of the present crisis is the fact that in Oxford, and to some extent still in Cambridge, as well as in one or two of the Scottish Universities and in the larger and older of the English civic Universities, scientific laboratories dating, as they do, from the 19th century, have become quite out of date and are too often so constructed as not to admit of adaptation. This is the penalty that has to be paid by those who were first in the field. Their buildings were erected at a period aesthetically undistinguished, and as originally planned were not always well designed even for the needs of the near future. Too often they are ugly, inconvenient, congested, and in some cases possibly even dangerous. As a result, Universities in this position are faced to-day by large and urgent capital needs for more or less complete rehousing, which is much overdue and can no longer be delayed.

There is yet another point which we feel bound to emphasise. In our recent series of visits to the various Universities we saw in rapid succession many of their buildings, and we were forcibly and painfully impressed by the high proportion of their accommodation, which is not merely undignified, but frankly sordid, besides being congested and inadequate. In saying this we must not be misunderstood. We are not criticising the University authorities. Their difficulties have been, and are, almost entirely financial. We believe that, as a rule, so far as their limited resources have allowed, they have held the balance fairly between competing claims of different kinds; and in so far as they have resisted the temptation to be spectacular and, when compelled to choose, have preferred to improve the quality of their personnel rather than of their material, they have been actuated by a sound sense of values. Undoubtedly it is possible in the world of learning to exaggerate the influence of surroundings, of convenience, of the conditions of comfort or discomfort under which work is carried on, and our visits have brought it home to us that there is no very close correlation between the quality of buildings and the quality of the work that is being done in them. Indeed, we have seen instances of the victory of spirit over matter which approach the heroic.

It is certainly the case that, time and again, outstanding contributions to knowledge have been achieved in an environment which would seem to have been

wholly unfavourable, and quite apart from such victories of research and scholarship, it is possible for the general body of students to reach a high level of academic achievement in circumstances apparently most adverse. In illustration we feel justified in quoting the case of Birkbeck College. For many years this institution has been sending out from its portals a notable number of distinguished or highly qualified *alumni*, men and women whose academic work has been done in the evening after they have completed their labours in the workaday world. Yet, owing to the inadequate financial resources of the Governing Body, the accommodation of the College has long been totally inadequate, and conditions of congestion and discomfort for both staff and students have been extreme. But achievements like that of Birkbeck cannot be taken as a justification for what Dr. Johnson would have called "stark insensibility" to the truism that University life should be lived in conditions of reasonable convenience and dignity. If, for instance, laboratories are congested beyond a point, many kinds of scientific research become frankly impossible, however great the enthusiasm and skill of those who would attempt them. In any case such triumphs against odds are difficult and rare; and they put on those who win them an excessive, an unfair, and ultimately an intolerable strain. Finally, whatever the devotion of the staff—and it must always be they who are the chief sufferers—it is a serious injury to students that they should be compelled to work in premises that are noisy, dark, airless, mean and cramped, and wholly lacking in any kind of inspiration. The contrast is too painful not only with what has been provided by princely benefactors at one or two more fortunate Universities, but even with the modest spaciousness and dignity that characterise buildings which have been provided elsewhere with quite limited resources.

We have thought it right to dwell on this question because the impressions of comparative strangers, who see things with fresh eyes, are sometimes illuminating. There is, perhaps, a risk that those who from the noblest motives consent to dwell in "slums" may in time become so acclimatised to their surroundings that they cease to be shocked by them. It goes without saying that there is in the Universities to-day a keen sense of dissatisfaction with the housing conditions we have described and a healthy determination to get them altered; we could wish this sense were even keener.

In general the three following points are those which struck us most forcibly in our recent visits.

In the first place, each generation learns from the mistakes of its fathers. In many cases the University authorities of to-day are hampered by the failure of their predecessors to take sufficiently long views and to plan adequately for the future, a failure largely due to the unavoidable pressure under which the earlier generation worked. Too often particular needs have been met in the first way that suggested itself, without consideration for other and remoter needs. Particular buildings have been set down in the first convenient spot without thought for the other buildings that might later be wanted in their neighbourhood; so that when future extensions of the University as a whole, or even of particular departments, are taken in hand, it is sometimes found that they have been seriously prejudiced. At the present time we believe that many Universities have surveyed or are surveying the whole of the sites at their disposal in reference to their future needs, so far as those can be foreseen, the object being to ensure that each particular building which their resources may enable them to erect will fit into a coherent scheme. Such "town planning" is in general an admirable preliminary to particular undertakings. In any such enterprise experience suggests the wisdom of leaving a considerable margin for unforeseen developments. Again, nearly every University to-day possesses some buildings whose chief service it is to act as a warning. No doubt changes in architectural taste are unavoidable. To-day most people dislike those buildings which their grandfathers admired, and we have to take the risk that our grandsons will dislike what we admire. But though there are plenty of examples to show that cheapness need not mean ugliness, some University buildings in the past seem to have been put up without any regard whatever to aesthetic considerations. When it does prove possible to replace altogether unsatisfactory and out-of-date accommodation, their own experience ought to make it certain that University authorities will not only take advantage

of the best architectural advice and talent, but will also see to it that in respect both of site and of structure any new buildings are planned in such a way that the next generation will not be embarrassed by lack of foresight, of reasonable regard for outward appearance, and of thought for future adaptability. This brings us to our second point.

Since the claims of Science in the present age are so insistent, and since the equipment of scientific laboratories is not only exceedingly costly but also subject to constant change, we hope that in the provision of new scientific laboratories every effort will be made so to construct them that they may be susceptible of future internal modification with the minimum of trouble and expense. It is further desirable that their architectural character should receive the closest attention when plans are under consideration, so as to avoid the type of building which is not only outwardly an eyesore but is costly in addition. For scientific laboratories it is more essential than for any other kind of structure that the architect should remember that he is not building for eternity, and indeed that his work may well be out of date within a generation. We are not sure that this consideration has invariably been present even in the case of some scientific laboratories of comparatively recent date. On the other hand, there are excellent examples—the latest Science buildings at the University of Cambridge are a case in point—where considerations of amenity, economy and future needs have been reconciled with great effect at a large saving of cost. In other instances we were struck by the combination of ingenuity and economy in the adaptation of existing buildings, as, for instance, in the case of certain buildings in University and King's Colleges, London, and at Liverpool University.

Lastly, the accommodation for the Arts Faculties sometimes leaves much to be desired, and the provision for those Faculties has sometimes not kept pace with the provision made for the Scientific Faculties. In view of the fact that the number of students studying in the Arts Faculties is roughly equal to the total number of students in the various Faculties concerned with Science, it is important that their needs should not be forgotten. Undoubtedly "the whirligig of time brings in his revenges." In the earlier years of the development of scientific studies the authorities of the ancient Universities of England and Scotland, deeply entrenched in humanist traditions, looked with a certain measure of suspicion, possibly even of contempt—when indeed they troubled to look at all—on the struggling beginnings of the Scientific Faculties. When, for instance, in February, 1707, the Master and Senior Fellows of Trinity College, Cambridge, went so far as to fit up a lumber room of the College as a laboratory for the first appointed Professor of Chemistry in the University, they probably congratulated themselves on a step of almost surprising magnanimity.* Although at the present time it would not be true to suggest that the Arts Faculties are accommodated in the discarded lumber rooms of the Science Faculties, it is nevertheless the case that in more than one instance the accommodation previously used for the purposes of the Sciences has, on the transference of the latter to new and more spacious buildings, been assigned after certain adjustments to the Arts Faculties. The explanation of this step has been that the needs of Science change with considerable rapidity; that new and costly equipment is required to keep pace with advancing knowledge and experiments, and that as a consequence new laboratories have to be built. The Arts Faculties require little in the way of technical equipment for the illustration of lectures and teaching, provision of space being for them the principal consideration, and in more than one instance the University authorities, not being able to afford new accommodation for Arts on account of the great cost of the new accommodation for Science, have been driven into making such use as they can of the accommodation which Science has vacated. We do not doubt that, where this has happened, the University authorities will lose no time, when the financial opportunity seems favourable, in reviewing the needs of the Arts Faculties and providing them with more satisfactory accommodation. Lectures must always figure somewhat prominently in modern curricula and, this being so, it is important that students who have to spend so large a part of their time in lecture rooms should be able to work in surroundings which at least have some regard to amenity.

* *Unreformed Cambridge* by D. A. Winstanley, pp. 143-4. (Cambridge University Press, 1935).

III.—STAFF PROBLEMS AND PROBLEMS RELEVANT THERETO.

In our last Report (pp. 22-38) we made a special effort to focus attention on the needs and problems relating to the staffs of the Universities. We dealt with the general conditions of University life, with the position of the Professors, of the Middle Grades (Readers, Assistant Professors and Lecturers), and of the Assistant Lecturers and Demonstrators, with the arrangements for superannuation, with the question of tenure and status, and under "Other Conditions of Work," with such questions as the time available for research, the pressure of routine teaching-duties the burden of administrative labours on professors and heads of departments, and the desirability of granting sabbatical leave. After carefully reviewing our former remarks, we wish to reaffirm what we then said, since nothing in our subsequent experience leads us to believe that any of the conclusions we reached were unsound. Indeed, we believe that the authorities of the Universities are in general accord with our conclusions, subject to the limitations imposed by ways and means and other practical difficulties. We do not therefore propose to re-examine these problems in this Report, but shall confine ourselves to underlining such particular points as seem still to require emphasis, adding a few observations which are either new or may tend to throw fresh light on old questions.

Salaries of Staff.

In the first part of the present Report we gave statistics as to the average salaries now being paid to the four main groups of University teachers—(1) Professors, (2) Readers, Assistant Professors and Independent Lecturers, (3) Lecturers, (4) Assistant Lecturers and Demonstrators—and we noted with satisfaction a definite advance in the average salary of three of these groups. The rise in professorial salaries is particularly gratifying, proving, as it does, that the Universities are fully alive to the necessity of making reasonable financial provision for the Professoriate, if the services of the best men are to be secured. Any weakness here must affect adversely the reputation of the University, and the continuous improvement of these salaries, which has been noticeable since the War, has been of prime importance. In view of the special emphasis we laid in our last Report on the desirability of improving the emoluments of the higher non-professorial posts, we are glad to see that in the period under review the largest average increase has been in the grade of Readers, Assistant Professors and Independent Lecturers, where it amounts to £34. We would express the hope that in the coming quinquennium it may be found possible to improve still further the emoluments of this class of University teacher.

As regards the Lecturers, the average advance (£16) is not otherwise than modest, even if allowance be made for the fact that calculations based on averages may to some extent be misleading, and that, as we have consistently held, any general scheme applicable to all University Institutions and providing uniform fixed salary scales is not only impracticable, but undesirable. We fully realise that, although the Treasury recurrent grants were maintained undiminished despite the economic crisis, the Universities had nevertheless to face financial problems of great difficulty, and in some cases to delay the initiation or the progress of schemes of salary improvement which they had contemplated. Furthermore, money which might otherwise have been devoted to this purpose had to be diverted to provide for the considerable additions to the existing staff which were rendered imperative by the great increase in student numbers. We also realise that Lecturers constitute much the largest group of University teachers, and that any substantial improvement in the salaries of the grade as a whole would involve the Universities in financial commitments which might absorb too large a proportion of their resources. We know that the desirability of doing more for the Middle Grades is a matter of concern to practically all the University authorities, and that they have it in mind to do all that they possibly can in the coming period, particularly where the salary scales are still markedly unsatisfactory.

Since the position of each of the institutions, not only as regards salary scales and schemes for incremental increases, but as regards numbers of staff in particular groups or grades, differs, in some cases markedly, it is not possible for us to make suggestions which would be universally applicable. Moreover, as already stated, we do not desire to see anything in the nature of uniformity, since it is but

right that the size, resources and standing of different institutions should be reflected in differences of salary. We believe, however, that within any individual institution the financial position of the staff and their prospects of promotion may be made more secure if something in the nature of a thoroughly considered Establishment System is initiated. We have in mind the sort of scheme which has been adopted in one or two of the larger London institutions. The object is to fix a definite number as an Establishment for each of the grades below the professoriate. At the same time a Fund has been constituted having as its sole object the improvement of salaries. The liabilities involved by a well-balanced system of increments and promotions have been carefully calculated over a period of years, and an allocation of the average annual amount required for the period has been guaranteed to the Fund so as to meet the additional charges involved in the scheme. The Fund is not used for creating new appointments or for converting part-time into full-time appointments; the cost of such additions must be met from other sources than the Salaries Improvement Fund. The Establishment System is vital to the success of such an arrangement, as only with a fixed establishment can the solvency of the Salaries Improvement Fund be relied upon. We think that schemes of this kind are advantageous, not only because they ensure regular, as opposed to spasmodic, improvements in staff pay and prospects, but also because they tend to concentrate attention on financial commitments and stability. It seems to us that, unless whatever may be the proper numerical proportion of each grade of staff is carefully maintained and the financial provision available constantly remembered, there must be a danger that the numbers in any one grade may become excessive, with consequences detrimental both to financial stability and to the prospects of promotion of the staff as a whole.

Another plan—not necessarily alternative, for it may be additional to an Establishment Scheme—which is specially designed to ease the burdens of the married staff is exemplified by an educational-allowances scheme such as that now in operation at the London School of Economics. We are informed that this scheme has so far worked successfully at a remarkably small annual cost, while it goes without saying that it has been of great benefit in assisting parents to meet the heavy charges which would otherwise fall upon them for the education of their children. Any proposal to institute such a scheme must raise questions of principle in regard to which there may be acute difference of opinion. On the other hand, as compared with the world of commerce, the University world is relatively unaffected by the spirit of competition, and the main consideration is security from crippling financial anxieties. The great advantage of a scheme of the sort is that a sum of money which would be negligible if spread over salaries as a whole, can, when used in this way, give substantial relief to just those members of staff who most need it. Moreover, it will be generally agreed that unnecessary obstacles to the marriage of University teachers should be removed. We rather gathered in the course of our recent visits that the pros and cons of the idea had not been very carefully weighed elsewhere. Without expressing any opinion on the merits, we do not hesitate to say that any scheme which does, in fact, confer palpable benefits upon those who participate in it, seems to us at least deserving of thorough examination from every point of view.

We have nothing to say regarding the salaries of Assistant Lecturers and Demonstrators, except to reiterate the view expressed in our last Report to the effect that “for the recruitment of apprentices for the profession of University teaching the actual salary during the first few years is much less important than the prospects of the future. A University which cannot afford to do both would accordingly get better results by raising the salaries attainable at the age of, say, 40 to an attractive figure, than by adding small sums to the salaries which it offers to young graduates on the threshold of their careers.” But the position and prospects of this grade of teacher cause us some concern. In our previous Report (pp. 25-27), after a scrutiny of various systems, we expressed the opinion that “on the whole the plan of treating the lowest posts in Universities as temporary and terminable after a short period if there is no vacancy in the next grade, is probably the least unfavourable both to the Universities and to their staffs, especially if such a reasonable elasticity is allowed in its working as will save to the profession men and women of really exceptional quality.” We believe that a number of the

University authorities would probably endorse this view as being in all the circumstances sound. It was, however, borne in upon us in the course of our visits that theory was not always being translated into practice. Perhaps this has been due to a natural but disproportionate concern for hard cases. If it be enforced with any approach to strictness, a rule that at the end of, say, three years these appointments should be terminated unless there is a vacancy in the grade above, may quite possibly involve the temporary unemployment of the persons affected, and the risk of this happening must unquestionably have been greater during the two or three years of economic depression, with the unemployment difficulties which they brought in their train. We fully appreciate the dilemma in which the Universities must have been placed. But, even after making allowance for those special circumstances, we cannot but feel that a general observance of the rule—with such elasticity as may be required to meet cases of quite outstanding ability and personality—would be in the interests not only of the University itself but of the persons concerned, in the long run and indeed probably in the short run also.

The consequences of the non-enforcement of the rule seem to us to be grave. In the first place, if the practice of granting extensions without promotion becomes general, the number of University teachers in this grade tends to increase out of all proportion to the numbers in the two grades immediately above it, with the result that the salaries and the prospects of promotion of the non-professorial grades as a whole may be adversely affected, and the whole grading system rendered nugatory. Another result is that far too great a share of the work may come to be assigned to teachers of quite junior rank, and the standard of teaching as a whole may be jeopardised. Finally, from the standpoint of the Assistant Lecturers and Demonstrators themselves, extension of employment with no certain prospects of promotion may be anything but a real kindness. The years slip by, they marry on inadequate incomes, their resilience and capacity to find other employment diminish, and in time an inevitable feeling of discontent and depression must set in. In our view the advantages of a much stricter enforcement of the "temporary" rule may be summed up as follows:— It safeguards University finance; it involves, in effect, a more rigorous selection of permanent staff; it ensures a certain proportion of new blood in the departments; it enables the University to pay its permanent staff somewhat more highly than would otherwise be possible, and it is not unduly harsh to the individual so long as the decision is made early enough in his career. In conclusion if, concurrently with the strict enforcement of the rule, something in the nature of an Establishment and Salaries Improvement Scheme such as was outlined above were instituted, we believe that cases of hardship would seldom occur. In particular, the proportion of the staff allotted to the lowest or temporary grade should be scrutinised carefully. So long as the number in this grade is not allowed to grow unduly, any risk of "exploitation of cheap labour" will be avoided. In any actual case of hardship, if the Assistant Lecturer wished to find employment in a secondary school, but found a difficulty in obtaining such a post without the Diploma in Education, the authorities responsible might possibly find ways of making it easier for him to do so.

In thus reiterating and emphasising the general conclusion on this question reached in our last Report we do not wish to underrate practical difficulties, and we realise that no single system is necessarily the best for all Universities alike. The considerations urged in the preceding paragraphs, however, deserve, we suggest, closer examination than they have always received.

Numbers.

The total expenditure of all the University Institutions of the country is in the neighbourhood of £6,000,000 a year.* Approximately one-half of this is in respect of the salary and superannuation charges of the teaching and research staffs. In addition there are the salary costs of the administrative staffs and of the technical staffs (*e.g.*, of libraries and laboratories). It is the bounden duty of Universities to provide as liberally as their resources permit for the essential services of teaching and research. Moreover the cost of these services

* In the case of Oxford and Cambridge this figure includes University expenditure but excludes College expenditure.

is bound to increase. Thus, we know that it is the earnest desire of the Scottish Universities, as it is of London and the provincial Universities, to strengthen the tutorial side of their teaching, a desire with which we have strong sympathy. Further, we are well aware that the emergence of new subjects of study, combined with an increasing measure of specialisation in many of those that may be termed old, cannot but involve additional appointments. On the other hand, we realise, as the University authorities themselves realise, that not all the developments in teaching, which they might hope to see, are possible without a much greater increase of income than even the most optimistic can look forward to obtaining within the near future. If, therefore, progress is to be made, the authorities will have to balance competing claims and needs in respect of staff with very great care, and to decide whether in all the circumstances they should give preference to a strengthening of the existing teaching facilities as, for example, through a development of the tutorial system, or to providing for new subjects or for developments entailed by the increasing sub-division of old subjects and by specialisation.

It is clear that the final decision must rest with each individual University. Nevertheless, looking at the matter from the outside, we cannot but think that at the present time the first of the policies indicated would, as a general rule, be the sounder. We do not mean that new developments should be ruled out, for some of these may be urgently called for. It might indeed be better to regard the two policies, not as clear-cut alternatives, but rather as being different directions in which it was desirable to move at different rates of speed.

But when new developments have to be considered, no University ought to shut its eyes to the evil of unnecessary duplication. On pp. 13-15 of the General Report which we issued in 1925 we drew attention to the danger lurking here. There is, of course, a large range of subjects which must be common to all Universities alike. But there are others which, owing to local circumstances, may be peculiarly appropriate to one or more Universities, but which it would be nothing less than wasteful to encourage everywhere. As we pointed out in the passage referred to, "the real difficulty arises over subjects which are mainly the expensive applied science subjects to which several Universities can lay claim with a good show of reason." More recently Mr. H. T. Tizard, Rector of the Imperial College of Science and Technology, speaking as President of the Education Section of the British Association in 1934, has drawn attention to this question of duplication :—"There is another consideration that one has to bear in mind in deciding how many students to encourage to specialise on any branch of science or technology. If the call for such specialists is small, it is clearly necessary to take into account what is being done at other Universities. Universities are very human bodies; if one institution makes a success of any particular new department, others will find a strong case to develop along similar lines. A little competition is healthy; but the multiplication of specialised departments in different Universities and Colleges can easily be carried too far, resulting in an unnecessary waste of money. There are, for example, ten University Schools of Mining in Great Britain. This number can hardly be justified either by the demand for mining engineers at home, where there is little or no metalliferous mining, or by the demand overseas. In Germany, where there is a large metalliferous, as well as a large coal-mining industry, there are only five schools of mining engineering of university rank. I feel that if the number of students were divided among fewer institutions the results would be better and the expenditure less. I do not suppose for a moment that anyone is likely to agree with me to the extent of abolishing any existing department, but I think we should learn a lesson from the past, and keep competition and local patriotism within reasonable bounds."

The difficulty at which Mr. Tizard hints in his last sentence is a very real one. All the more necessary is it then that the utmost circumspection should be used before new departments are established. A careful survey should be made of the provision already in existence for the subject elsewhere, and this survey should be carried out, not in any spirit of emulation, but with a full appreciation of the truth that all the Universities are working in a common cause. In Wales the University Council has the matter in its own hands. In Scotland, again, while each of the Universities is absolute master in its own house, no one of the four can

establish a new chair, or institute a new degree course, until each of the others has had an opportunity of criticising the proposals and, if so minded, of lodging objections with the Universities Committee of the Privy Council, without whose approval nothing can be done. Within the limits of Wales and Scotland, therefore, the powers are there, if it is thought right to exercise them. There is no corresponding arrangement in England. Moreover, such a survey as we contemplate should disregard both the Welsh Marches and the Scottish Border. Where the Universities are concerned, any rigid demarcation of frontiers is strongly to be deprecated.

It follows that efforts at co-operation must be along voluntary lines, and it is a hopeful sign that the University authorities for some time have recognised the desirability of mutual discussion and consideration of a variety of questions. The Consultative Committee of Vice-Chancellors and Principals was set up to meet this need, and we understand that useful conferences of other groups of University officials are regularly held from time to time. Occasionally also representatives of Senates come together to discuss particular academic issues. This is all to the good, and we should like to think that such consultations will be even more frequent in future. If questions like those involved in possible duplication could be thrashed out beforehand, in an atmosphere of goodwill, between the academic authorities most immediately concerned, the whole fabric of University education might be notably strengthened. There is sufficient diversity of gifts in the various institutions to leave room, and to spare, for friendly compromise, and the impulse to agree would receive a powerful stimulus from the consciousness that the end in view was so to husband limited financial resources as to ensure that they were used for the best advantage of University education as a whole.

There is another question which doubtless will not escape attention when it is desired to recruit additional staff for new and specialist studies. Such developments obviously entail a more or less considerable increase in the salary bill, apart from any outlay on accommodation and equipment which may be necessary. Sometimes, no doubt, public interest in the matter may be so keenly aroused as to render it certain that fresh endowments or their equivalent will be forthcoming immediately, and to an extent sufficient to meet the greater part of the additional cost. But often this will not be so. It may, however, well be that in certain other subjects there is already a surplus of teachers. Some change either of a general or of a local character may have brought about a situation in which it is possible to dispense altogether with a subject or, alternatively, to spend less on it without sacrifice of efficiency. In Science, for example, the advance of knowledge may render some of the older aspects of it, if not obsolete, at all events a good deal less important than they were when the teaching organisation was originally arranged. We realise that, in view of commitments to existing staff, any such process of adjustment must necessarily be slow. But, unless this question is constantly under review, Universities will always be faced by cogent arguments for additional expenditure without any compensating reductions.

Status.

In the Report issued in 1925, and in our last Report, we called attention to the desirability of the internal organisation of each University Institution being so developed as to enable the non-professorial staff to feel that they are being given the opportunity of taking a reasonable share in the guidance of the institution's work. We believe that in most cases, though not in all, the non-professorial staff are now represented on the Senate or the Academic Board. On the other hand, in a number of cases no steps have so far been taken to afford the non-professorial staff any representation on the Governing Body. We cannot but think, judging from the admirable results in those cases where such representation has been arranged, that this policy might with great advantage be more widely followed. As the case was fully stated in our previous Report (pp. 32-33), we will not enlarge upon it further. But there is one general aspect of the question which we should like to emphasise, namely, the gain which we think a University is likely to experience from enabling its lecturers to participate more freely in the administrative life of the institution as a whole. It is common knowledge that an increasing, and under present conditions an almost intolerable, burden

of administrative duties often falls on professors and heads of departments. There are various methods of lightening the burden, such as by the provision of more secretarial assistance, if financial resources permit. These, however, do not go to the root of the difficulty, and we cannot but think that no radical improvement can be expected without the adoption of a greater measure of devolution than has hitherto been customary in University organisation.

We cannot believe that a problem which, after all, has been successfully solved in the case of most great administrative organisations is beyond solution in the Universities. Are the Universities, in fact, taking all the advantage that they might take of administrative talent in the non-professorial staff? As we pointed out in our previous Report "the gift for administration does not descend full grown from Heaven at a certain stage of a man's career; it is by no means so common as many are disposed to think, even in the most distinguished academic personages, and, like other gifts, it needs opportunity and training for its development." At one of the Institutions which we visited we received the following representation:—"Some delegation to lecturers of the general administrative work, at present undertaken only by the professors, is desirable, since it would at once relieve the professors and increase the usefulness of the lecturers by placing their special experience and viewpoint at the disposal of the College. The extent of the relief may be realised from the fact that the only statutory College committees on which lecturers sit at present deal solely with extra-mural work, and it is practically unknown for them to be empanelled on any of the numerous *ad hoc* committees which are set up every term." No doubt the extent to which duties and responsibilities are devolved upon the non-professorial staff differs in the different institutions, but we are left with an impression that the possibilities of devolution have hardly been sufficiently examined by all the Universities, and that it would be well if further efforts could be made in this direction.

It is not uninteresting to observe that at Oxford and Cambridge the principle of democracy in legislation and government is, for good or for evil, carried much further than in any of the other Universities of the country. At Oxford and Cambridge not only do a large proportion of University teachers of all ages share equally, as Fellows of Colleges, in the responsibility for the government of the individual College to which they belong, but they are all members of the most important legislative bodies of the University, namely, Congregation at Oxford and the Regent House at Cambridge. We certainly do not suggest that the organisation of all the Universities in Great Britain either could or ought to be remodelled on Oxford and Cambridge lines. In some respects, indeed, the ancient Universities have a good deal to learn from the organisation of the other Universities. What we do suggest is that, at the other Universities, where the rapid increase in numbers has brought with it a corresponding increase in the teaching responsibilities of the non-professorial staffs, the new situation thus created might be reviewed, and it might be considered whether steps could not be taken to enlist the more effective co-operation of the non-professorial staffs in the sharing of other responsibilities, and in the solution of problems of general concern to the institutions as a whole.

Teaching and Research.

In our previous Report we pointed out that "teaching at the University level is not likely to possess or to retain the essential qualities of freshness and vitality unless it is given by teachers who are themselves engaged in original work in their subjects. It is therefore of very real importance to a University that it should be able to provide its staff with favourable opportunities for the prosecution of research and advanced work. The first and most obvious need is for a reasonable amount of time free from the pressure of their ordinary duties." As bearing upon this, we are glad to know that the system of sabbatical leave, first instituted (we believe) in the Universities of America and in certain of the Dominion Universities, is generally approved in principle and is being adopted by the Universities of this country in so far as their finances permit. Here we need not do more than express our satisfaction and with it our earnest hope that the practice of granting such leave may become more and more frequent as time goes on.

There is, however, a general question of some importance which seems to us to call for further consideration, namely the relative degree of emphasis which should attach to teaching ability or to achievement in research, when questions of promotion arise. It was observed by Newman in the Preface to his *Idea of a University* that "to discover and to teach are distinct functions; they are also distinct gifts, and are not commonly found united in the same person." Newman's dictum is, no doubt, an over-statement. It is, indeed, obvious that discovery and teaching frequently go hand in hand. It is no less obvious that the value of University teaching must largely depend upon the depth of the teacher's knowledge, and that for him constant refreshment at the fountain heads is essential. It has been well said: "He who learns from one occupied in learning, drinks of a running stream. He who learns from one who has learned all he is to teach, drinks 'the green mantle of the stagnant pool'."* At the same time it is also true that much of what is now generally called research does not necessarily advance knowledge, and that there is consequently some danger lest the word itself may lose the dignity which ought to attach to it. It would be a great misfortune if the term were to be given too narrow a significance, and if it came to be interpreted solely in terms of output of written work on aspects of knowledge of varying importance or unimportance, and not also in terms of the illumination—whether in written or unwritten work—of what is already known. The number of persons who are capable of the pioneering discoveries which definitely advance the frontiers of knowledge is limited, and there is no danger that their exceptional merits will not be rewarded in our Universities. On the other hand, the number who are capable of delving into some abstruse but not necessarily very significant aspect of learning is considerable, and we think it would be singularly unfortunate if research of this latter character, of which perhaps there is already too much being done all over the world, were to be rewarded in preference to work which bears fruit, not in an accumulation of publications, but in the inspiration of teaching.

Circulation.

We must reiterate the opinion expressed in our 1930 Report (p. 29) as to the great importance of a free circulation of University teachers, and the grave disadvantages of excessive inbreeding. We believe that these disadvantages can, in some measure, be effectively prevented by the wider advertisement of vacancies, or by the University authorities from time to time deliberately inviting applications from teachers in other Universities, possibly from a selected list. That, however, is not enough. An invitation to a teacher in another University to submit his name for consideration for a particular post will obviously be useless if the person concerned shows a disinclination to respond to it. We trust that the general body of University teachers will constantly remind themselves of the virtues of a pioneering spirit. In particular, we feel that a special obligation lies on the younger men in the Universities of Oxford and Cambridge to be ready to leave, if only temporarily, those citadels of learning which, owing to their long past and to the constant devotion of benefactors, are so richly endowed with the amenities of University life. In so doing they have much not only to give but to receive. We know, of course, that in the past not a few Oxford and Cambridge men have left their work there to undertake responsible posts of teaching and administration in other Universities at home or overseas. We do not believe that there is any danger of this stream drying up, but there is, perhaps, some risk lest its flow should not be maintained at a proper level, partly because the sense of adventure may be less insistent now that the more modern Universities have come to be firmly established, and partly because the amenities of Oxford and Cambridge tend rather to increase than to diminish. That would be on every ground regrettable. The benefits of the invigorating experience gained from teaching in the great civic Universities that maintain a closer touch with the outside world than is possible within the more cloistered walls of Oxford and Cambridge have been found to be very great by those who have shared them. Again experience of this kind has been found invaluable by those who may, at a later date, have returned to take up some post of exceptional responsibility in their old University.

* From the Inaugural Lecture of Mr. A. J. Scott, first Principal of Owens College, Manchester.

IV.—LIBRARIES AND READING.

In the earlier part of this Report (para. 6) we have noted a substantial advance during the past six years in the general Library service of the University Institutions. Though not universal, increases in expenditure on books and binding are general; in some cases they are very considerable. At the same time we cannot say that the position is wholly satisfactory. There are still some institutions where the accommodation is obviously and notoriously inadequate. The authorities concerned are of course fully aware of this, and we hope they will give to the remedying of this defect in University equipment a high place among the needs to be supplied when funds become available. It must also be pointed out that an increase in expenditure on books and periodicals does not always represent a proportionate increase in library stock; in the first place, a part of it is absorbed by a rise in the prices of books and periodicals, due mainly to the abnormal appreciation of certain foreign currencies and, in the second place, the increase in the number of expensive periodicals (involving also increased charges for binding) means less money available for the purchase of books. In many places we found complaints among the staff of the difficulty in obtaining the books needed for their work, so that it is evident that the defects which were so glaring on the occasion of our first visits are by no means yet fully remedied. With regard to salaries, while it is satisfactory to note that considerable improvement has been effected, we observe that only at four institutions has the Librarian a salary comparable to that of a Professor. In one or two other places he approaches it; but generally the salary (which may be taken to involve the status) suggests that this officer has not yet attained the position which the importance of his functions for the efficient working of the University should give him. Moreover, in some instances the subordinate Library staff are in receipt of salaries which cannot be looked upon as adequate.

With regard to the supply of books, one valuable means of assistance is not yet fully exploited. In our last Report we referred to the admirable pioneer-work done by the Association of University Teachers in organising an efficient service of inter-university loans. The responsibility for maintaining the service has now been handed over to the National Central Library, which greatly increases the range of its possibilities; but, although in many places we found that some use is being made of this organisation, we doubt if many teachers realise that it opens to them access, not only to the other University Libraries, abroad as well as at home, and to the great municipal Libraries, but also to a large and growing number of special Libraries, which should go some way towards meeting the needs of those who are engaged in research. The Report of the National Central Library for 1934-35 shows that the books supplied in that year to Universities through the agency of the National Central Library consisted in the main of:—

- (a) Highly specialised and expensive books;
- (b) Out-of-print books, including some of considerable age and value;
- (c) Foreign books, of which in some cases no copies existed in this country;
- (d) Back numbers of periodicals.

If this national system of co-operation, now only in its early stages, were more fully developed, it would go far to prevent the serious work of any member of the staff or of any serious student from being hampered by lack of the requisite reading material. Further, it might lead to wiser and more economical use being made of the money set aside for the purchase of books. Only on two points does a word of caution seem to us to be called for. Firstly, in so far as any individual institution looks to the National Central Library for the supply of "highly specialised and expensive books" its interpretation of that term would naturally depend upon its circumstances and resources. Secondly, it would be unfortunate if the existence of the National Central Library were to be made an excuse for cutting down subscriptions to learned societies, at all events at home. Many of these already find it difficult enough to meet the cost of maintaining the standard of their publications, and for them the loss of any appreciable number of subscribers would be a matter of serious moment. We are however confident that the University authorities will bear these considerations in mind. Nor are they likely to forget that increased reliance on the National Central Library would

carry with it the moral obligation to extend reasonable financial support to the central organisation.

Another point bearing on the Library service relates to the use made of it by the students. While it is essential that the Library should place at the disposal of the student the books which he cannot be expected to obtain for himself—and it cannot be denied that the margin of personal income available for the purchase of books is often distressingly small—it would be a misfortune if students were tempted by the efficiency of the Library service to ignore, or to pay too little attention to, the essential need of acquiring a certain number of books for themselves. A book read once and then returned to the Library from which it has been borrowed cannot play the same part in a student's education, nor can its thought become part of the permanent texture of his mind in the same way, as one which he is free to annotate and which, by its presence on his bookshelf, is at any time available for consultation or for enjoyment like a close friend and neighbour. Unfortunately the art of reading and the love of books cannot be taken for granted. Indeed, reading for enjoyment is, we fear, far too rare. It was suggested more than once during our visits that the mere fact of the free supply of text-books in many of the elementary schools, and to a less extent in the grant-aided secondary schools, rather tended to weaken the student's sense of appreciation of books and of responsibility for acquiring a certain number of them for himself. We of course understand that, in the case of the poorer pupils in the schools, the free supply of books is necessary, but when the student reaches the University we do not think that the plea of poverty can often be regarded as an adequate excuse for failure to acquire, not merely text-books which may be discarded when their immediate purpose has been served, but at least a modest number of those books which have commonly come to be regarded as classics and whose utility will endure after the last examination has been taken. It is only necessary to pay a casual visit to a secondhand bookstall to realise that a selection of some of the best literature of the world can be made for the expenditure of a few shillings. We realise the privations to which many students submit in order to get a University education. But in most cases there is some margin, however small, for personal expenditure, and if, by a self-denying ordinance, a student were to forgo the purchase of cigarettes or visits to the cinema for six months or a year, he would be able to acquire a number of books which would be a permanent possession and resource through life. If a student has not learned to care for books during his University career—and the true appreciation of books can certainly not be shown simply by assiduous attendance at, or borrowing from, a Library—he has not only failed to realise one of the cardinal aims of education, but he is in danger of missing a unique opportunity for the illumination of his mind in after-life, as well as one of the chief enjoyments and rewards of leisure. We can only express the hope that University teachers generally will lose no opportunity of instilling into the minds of their students a truth which, just because it is self-evident, may receive too little attention.

In this connection one further point perhaps deserves consideration. In some, and indeed we might say in most, of the provincial Universities, we were struck by the inadequacy of the bookshops in the vicinity of the University. In one or two cases we believe this difficulty has been met by an arrangement for supplying the necessary accommodation for a bookshop within the University precincts. Should bookshop facilities be inadequate in the case of any individual institution, it might, we suggest, be desirable for the University authorities to address a representation on the matter to such a body as the Associated Booksellers of Great Britain and Ireland; if private enterprise is for any reason unable to satisfy the requirements of the situation, some alternative arrangement to meet a real need may have to be devised.

V.—OTHER QUESTIONS.

1. Postgraduate Scholarships.

A need which was impressed on us in the course of our visits and particularly by representatives of the teaching staffs, was for increased provision of funds to enable a larger number of the best students to prolong their studies by an additional year or years. Undoubtedly the existing endowment of postgraduate work

compares unfavourably with the relatively liberal provision from various sources for entrance scholarships, and University opinion is ruefully aware of this. It is true that in this respect a few of the Universities, notably those in Scotland, are very favourably situated, and true also that, apart from the very modest provision for the purpose which the others have been able to make from their own funds, valuable assistance is forthcoming from the Research Scholarships and Fellowships of the Carnegie Trust for the Scottish Universities, and from the grants given by the Department of Scientific and Industrial Research, the Medical Research Council and other similar bodies. These go a considerable way to meet the need so far as the Scientific Faculties are concerned, while in Scotland the Carnegie Trust provides also for Modern Languages, History and Economics. In England and Wales, however, we believe there is still a serious shortage of postgraduate scholarships in the general domain of Arts.

It should be understood that it is not only the specific endowment of research that we have in view. It was represented to us that there is need of some financial provision for another kind of postgraduate study, the primary purpose of which is, not the advancement of knowledge nor even the training of those who will hereafter advance knowledge, but the completion and rounding off of the education of some of the ablest of those students who might be expected to make their mark in the professions, in administration, or in business. It is a question whether even some of the ablest and potentially the most promising of these do not at present miss a great deal of what their University has to offer, simply because their stay there is too short. To them the possible benefit of an extra year after the attainment of their first degree is very great; while, if for financial reasons they are compelled to plunge straight into the routine of their new profession, their efficiency may be impaired and they may go through life permanently impoverished. Such an extra period of study might take various forms. It might consist in further and wider pursuit of the subject of the graduate's Honours School for the consolidation of what he already knows. It might even consist in work at some different subject with a view to the broadening of the graduate's education. In some cases the year might most profitably be spent in his own University. In other cases a year at a different University might be more advantageous. Often a year at a University abroad* would have an invaluable effect in stimulating his mind at the most impressionable stage in life and in removing insular prejudices and misunderstandings.

Obviously there are difficulties and dangers to be guarded against. In any experiments which may be made on these lines it is clearly undesirable that funds should be used either to subsidise mere "cramming" for the entrance examinations to various professions or, at the other extreme, merely to give a pleasant year in congenial academic surroundings with a little study thrown in. But we have been impressed by the strength of the contention that there is a real need here, and we feel that the subject is well worth exploration. In our last Report we specially commended to the attention of local authorities the desirability of providing rather more liberally for postgraduate scholarships as distinct from entrance scholarships, and we would again earnestly invite their favourable consideration of this need. Pending more adequate provision from other sources for this purpose, the Universities themselves might consider the possibility of making some special, if limited, provision from their general funds.

2. Local Authority Contributions.

Local Authorities have for long shown their appreciation of the Universities by contributing annual, and in some cases capital, sums to their support. It is indeed now customary for the great cities in which the provincial Universities are situated to place at the disposal of the University approximately the equivalent of a penny rate. In one or two cases a sum in excess of the equivalent of a penny rate is given, though on the other hand there are also one or two instances where the contribution is markedly less. During the period of the economic crisis a

* The institution of the Commonwealth Fund Fellowships is a conspicuous recognition of the value derived from a period of postgraduate study abroad. Additional endowments for this purpose would be of great advantage to the Universities.

number of Local Authorities felt compelled to make some reduction in their annual contributions, but we are glad to report that, with few exceptions, these cuts have been restored; indeed, the total annual sum now given by Local Authorities in England and Wales stands at a figure of approximately £65,000 in excess of that contributed in the last year of the previous period. Moreover, it is most satisfactory to learn that certain Local Authorities are about to increase substantially their annual grants. We can only hope that the example of these Local Authorities will be followed by others, and in particular by the Local Authorities in areas surrounding the city in which the University has its home. We cannot but feel that in many of these cases—cases, that is, of neighbouring Local Authorities—the present contributions are far less than they ought to be.

In Scotland the position differs considerably from that in England and Wales. Perhaps it has been to some extent affected by the knowledge that each year a fresh sum of £50,000 or £60,000 becomes available from the Carnegie Trust for what can best be described as endowment purposes. At all events, so far none of the Scottish Local Authorities has exercised its statutory power of contributing directly to the Universities. On the other hand, the sum of £30,000 first assigned annually to the Universities under the Education and Local Taxation (Scotland) Act, 1892, can legitimately be regarded as the equivalent of a local contribution, as can also the £8,179 paid to the Glasgow Royal Technical College from the Education (Scotland) Fund, inasmuch as these monies would otherwise have gone to the relief of local rates.

Our general view on the position in Scotland was stated in our last Report, and we cannot do better than repeat what we then said:—"In Scotland, the Universities, strong in endowments accumulated during a long and distinguished history, have not as yet felt any serious need of direct annual grants from Local Authorities, whose interest in University education has in consequence been mainly confined to the award of large numbers of bursaries and maintenance allowances to enable poor students to enter the Universities. It seems to us, however, that, as the cost of developing university education continues to rise in Scotland, as elsewhere, the Scottish Universities will have to ask themselves whether they can any longer afford to neglect a source of income that Universities in England and Wales have found so fruitful. At present the Scottish Universities are in a specially unfavourable position in this matter, for, since the fees that a student pays do not cover more than about one third of the cost of the education he receives, the very open-handedness of the Local Authorities in the award of bursaries and allowances is at present imposing a heavy burden upon the revenues of the Universities."

3. Adult Education.

In surveying the progress of Adult Education in our last Report we suggested that the steady expansion in the number of students attending University tutorial classes, which has taken place since the War, might be nearing its natural limit, inasmuch as the total number of persons able and willing to undertake the exacting study required can never be expected to be very large. We also suggested that in view of the relatively much greater increase in classes of a somewhat less intensive kind, and of the entry or increased activity in this field of Local Education Authorities and other bodies, the Universities would soon find it necessary to consider carefully questions of province and function. If the last six years had been normal, we should have known more nearly whether our expectations were likely to be realised; but they have not been normal. It is true that in England and Wales the number of students in tutorial and preparatory classes and in vacation courses in 1934-35 is 14,493 as compared with 13,199 in the year 1928-29, an increase the smallness of which seems at first sight to justify our conjecture. But these figures have undoubtedly been affected by financial limitations arising out of the economic crisis. Though the Universities generally allot small grants from their general funds to their extra-mural work, this work is mainly dependent upon the grants made by the Board of Education under their Regulations for Adult Education. Under these Regulations tutorial classes can earn a grant amounting to three-quarters of the tutor's salary. In the years 1932-33 and 1933-34, however, the Board were compelled to restrict their total grants to Responsible Bodies to

the amount earned in the year 1931-32, while for the years 1934-35 and 1935-36 a strictly limited increase was allowed. From the beginning of next session these restrictions are to be removed, but during the past four years the natural expansion of the tutorial class movement has been severely hampered. The question whether this expansion is nearing its natural limit, therefore, still remains to be decided.

With regard to the other question, the increase in classes of a less intensive kind has not only continued but has been markedly accelerated. For instance, special classes have been organised for the unemployed, large numbers of listening groups have come into being under the auspices of the British Broadcasting Corporation, and possibly some of the University Joint Committees have tried to make the same amount of money go somewhat further by undertaking a larger number of cheaper types of class under the Board's Regulations for University Extension Courses, the total of which has, in fact, nearly doubled. But since, for the reasons given, there has been a general sense of uncertainty and an indisposition to bring issues of principle to a head, the Universities have not as yet had occasion to reach decisions in regard to those questions of province and function to which we drew attention six years ago.

It seems that the demand for Adult Education in the widest sense is likely to grow rather than to diminish, since the two chief motives underlying it grow stronger rather than weaker. The first of these is the desire for self-realisation and the consciousness of powers unused or undeveloped. This is a part of the general democratic demand for a share in the good things of life, coupled with a sense that knowledge is a privilege which should no longer be the monopoly of "the educated classes." It is indeed a new form of the old demand for "the rights of man," and particularly for the right to the pursuit of happiness, and it comes from those whose conception of happiness includes the unimpeded exercise of their intellectual powers. With the growth of leisure through the shortening of the hours of labour, this demand will probably become more insistent, since a man's power to lead a satisfactory life is likely to depend in larger measure on his ability to put his leisure to good uses. The other chief motive which leads adults to seek education is the eager desire for social progress. They feel that they cannot discharge intelligently their responsibility as citizens without acquiring some understanding of the social order in which they live, of the causes which have made it what it is, and of those which are tending to make it other than it now is. This motive too is unlikely to grow weaker.

The Universities have played an honourable part in this movement, in which they have co-operated happily with other bodies, and notably with the Workers' Educational Association. It is true that some critics have doubted whether the duty is one which Universities ought to undertake. There is the danger of popularisation in the bad sense of the word, of seeming to offer education "without tears", of encouraging people to expect that they can have education of a University quality cheaply and without a genuine intellectual discipline. It has been feared that in such work there may be a threat to the intellectual standards and even to the intellectual integrity proper to a University. Now it is undoubtedly the special function of the Universities and of their representatives on Joint Committees to be jealous guardians of University standards. This task they have on the whole performed with great success, partly by supplying from their own ranks a large number of the tutors and teachers, and partly by investigating and guaranteeing the academic quality of the rest. Moreover, the students in tutorial classes commonly make up for inferiority in strictly intellectual preparation and in formal education by maturity of experience. Further, in the light of what we have said earlier in our Report concerning the merits of the seminar or tutorial system, it is noteworthy that the extra-mural tutorial class at its best is a peculiarly successful example of intellectual team-work. There is a sincerity and an actuality about the discussion at such classes from which, not only the class members, but these professors and lecturers who act as tutors, have a good deal to learn which they could hardly acquire otherwise. In a word, it is now generally recognised that work in the domain of Adult Education is an integral part of the normal activity of the Universities, with a legitimate claim on their interest and financial support, and we look forward to its steady development.

CONCLUSION.

In reviewing the present position of the Universities of Great Britain, their needs and problems, we have deliberately endeavoured to direct attention to questions which in one form or another converge on a central issue, namely the quality of the education which the Universities are able to offer to their students. The financial needs which at this moment are most pressing—student amenities in their various aspects, strengthened staffs, new buildings, improved libraries—all bear directly upon this issue. It is here that the attention of the Universities themselves is increasingly concentrated, and it is here that the next great advance is due. In a world which at the present time seems to be experiencing a series of shocks to civilised life comparable in violence to those of earthquakes in physical nature, and in which confidence in the power of human reason to control the course of human affairs seems to be roughly shaken, it is hardly possible to exaggerate the crucial importance of the training to be received by those from whom in the next generation leadership in the various spheres of life may naturally be expected.

We believe that the British Universities may be trusted to make the best use of any new resources which may be made available to them. In the course of our visits we were profoundly impressed by the liberal and open-minded attitude of the University authorities, and by the spirit we found everywhere of that helpful self-criticism which is an essential symptom of vitality and progress. Indeed, we are convinced that, if those who are inclined to be pessimistic about the future were to visit the University Institutions of the country, they would see much which would give them renewed faith and hope. Believing as we do that wise action depends ultimately on wise thought, that the Universities powerfully affect the forward movement of society, and that they are eager to afford even better opportunities than are open at present to some of the ablest youth of the nation, we are satisfied that they deserve all the support that the State can afford. It was for this reason that we recently submitted to Your Lordships a memorandum recommending that for the coming quinquennium the Vote for Universities and Colleges should be liberally increased. Our recommendations have received Your Lordships' sympathy, and we know that the Universities will have learned with gratitude that the Chancellor of the Exchequer is making provision in the Estimates for an increase of £270,000 in our Vote which will accordingly be raised to £2,100,000. In addition, Your Lordships are proposing to restore to us the capital reserve of £150,000 which was surrendered at the time of the financial crisis.

We feel sure that with the increased provision now to be placed at their disposal, the Universities will be able to advance a stage further in the directions we have indicated. We realise of course that even with the increased provision which Your Lordships have been so good as to propose to Parliament, they will not be able to overtake more than a proportion of the urgent needs which have been brought to our notice, and of which we have endeavoured to give some account in this Report. But it is indispensable to their wellbeing that aid should also be forthcoming from other quarters. While it is the case that they are performing an invaluable national service, and that they therefore deserve and receive from the State a substantial measure of financial support, they cannot perform that service properly unless they are free to develop spontaneously; for freedom is to a University the only atmosphere—the "ampler aether"—in which it can breathe and maintain its vitality. Therefore, for their main financial support they depend, and must continue to depend, on sources other than those provided by the State. The support of the State is to be regarded as a stimulus to other benefactors, whether corporate bodies or private individuals, and as such it has hitherto been most effective. Despite two or three years of unexampled financial depression, the record of independent support and generosity has been a remarkable feature of the past six years. Now that economic resilience has been so largely restored the Universities should be able to look with good hope to an increasing measure of public and private munificence. In giving freely to the Universities benefactors may be abundantly satisfied that they will receive a rich return in human welfare. Every year 15,000 young men and women enter the Universities. From their ranks, representing every section of society, are drawn the great majority of those who

will become leaders in the national life. To ensure conditions of training which will enable them to go out into the world with minds richly informed, unsleeping in the exercise of a critical intelligence, and imaginatively alive to the human issues underlying the decisions they may be called on to make, is perhaps the highest form of service.

In concluding this Report it is fitting that we should pay tribute to the memory of our late Secretary, Mr. Alan Kidd, and of our late Chairman, Sir Walter Buchanan-Riddell, who died within a year of one another—Alan Kidd on August 17th, 1933, and Walter Riddell on June 5th, 1934. Their death, in each case sudden and unexpected, was a loss which can only be described as tragic, and was mourned by all in the University world—and by many outside it—who had come in contact with them.

Mr. Alan Kidd entered the Board of Education in 1907 from Magdalen College, Oxford, where his mind had been cultivated in the best tradition of the Classical Schools. After distinguished service in the Board—he was Secretary to the Haldane Commission on University Education in Wales, and subsequently Private Secretary to the President of the Board, Mr. H. A. L. Fisher—he was made Secretary to the University Grants Committee in 1922. As Sir Walter Riddell said in the letter which he sent to the *Times* on the occasion of Alan Kidd's death—"He brought to the Committee. . . rare gifts as a draughtsman, a probably unique knowledge of the history and organisation of the modern Universities, and a vigilant appreciation of University standards. Above all, and inspiring all his service was a deep sense of the eternal values of the things of the mind and the spirit. . . In so far as the Committee has succeeded in commanding the confidence both of successive Chancellors of the Exchequer and of the University Authorities themselves, the credit is mainly due to Alan Kidd."

In working for the Committee with single-minded devotion for eleven years, he deliberately set aside all thought of more ambitious posts which were, indeed, more than once offered to him, because he felt that the cause of University education was of fundamental importance, requiring the best service that any man could give. The records of the Committee for more than a decade show with what fidelity to University ideals he fulfilled his task, how sound was his judgment and how marked his administrative ability. Of the charm of his character and mind a colleague has written as follows:—"When I think of Alan Kidd, the first impression I get is of a strong contrast between the obvious frailness of his body and the virile incisive quality of his mind. No one ever better illustrated the old metaphor of a highly tempered blade wearing out a fragile sheath, but his mind, so little a weapon for fighting, so exquisitely fitted to follow the finest dividing line, lightly holding each point as it passed, was more like a pair of the sharpest scissors than a sword. He was often, especially on the journeys when I saw most of him, quite obviously overtired, but this never seemed to make him dull, cross, or even unwilling for thought or action. His face had, I suppose because of his large and unusually luminous eyes, a curious quality of transparency. You really seemed to see the spirit behind it, and this was what made the friendliness of his greeting so warming and delightful. Unlike most busy people, he never seemed to regard other people primarily as obstacles between him and his work. A sort of amused patience was all the moral indignation he allowed himself. He was excellent company, wearing very lightly his remarkable memory and wide knowledge. He was a witty, rather than a high-spirited companion, with a certain habit of holding back his judgment, in spite of the rapidity of his mind, which was perhaps why he so rarely made mistakes, and was so free from prejudices."

The Committee had the unusual experience of benefiting by the services of Sir Walter Buchanan-Riddell in two capacities, first as their Secretary, and subsequently as their Chairman. After a distinguished career at Oxford—as a commoner of Christ Church he took a first-class in Modern History, and from 1903-1912 he was a Fellow of Hertford—he became a Civil Servant, entering the administrative side of the Board of Education. After active service in the War, he returned (1919) to become Secretary of the reconstituted University Grants Committee under

Sir William M'Cormick's Chairmanship. As Secretary he was abundantly helpful and courteous, and rapidly acquired a grasp of the subject. In these years he not only served his apprenticeship in University problems, but also had an important share in forming the Committee's policy and in fixing its tone. In 1922 he resigned the Secretaryship of the Committee, in response to the unanimous wish of the Fellows of Hertford College that he should become Principal in succession to Dr. Boyd. On his return to Oxford his rare personal charm and his natural gifts for administration, enhanced as they now were by his wider experience, at once made themselves felt, and his influence within the University became powerful. He was a member of the Hebdomadal Council and of numerous administrative boards and bodies, and he was constantly consulted by the Vice-Chancellor and University officials.

When Sir William M'Cormick died in 1930 it was obvious that only one man could succeed him and at the request of the then Chancellor of the Exchequer, Lord Snowden, Sir Walter Riddell left Hertford to become Chairman of the University Grants Committee. Of his work, all too short, in that capacity it would be impossible to speak too highly. His years at Oxford had given him experience of University problems from the inside; and with a wider knowledge of Universities than was possessed by any other man, his natural courtesy, his quickness of mind, and his ability to appreciate the views and feelings of others, he was able to probe difficulties, to suggest criticism without giving offence, and to negotiate acceptably alike with the representatives of Universities and with the officials of the Treasury. This gift of inspiring confidence—the result of complete honesty and fairness—was invaluable in the private conversations for which opportunities occurred during the visitations and at the London office, and to which he attached so much importance.

No recital, however, of the services which Sir Walter Riddell rendered to University education—and those services were not confined to this country, for he was Chairman of the Royal Commission on University education in Ceylon, and of the Commonwealth Fund Fellowships Committee—can convey an adequate idea of his remarkable personality. "Even for those who stood outside the perfect family circle" wrote his life-long friend, Lord Halifax, in the *Times* on the occasion of Walter Riddell's death, "the background of life seems to have faded, and the world seems suddenly and strangely empty." The gaiety of his nature, his wonderful power of intuitive sympathy, his wit which never failed to ease difficult situations and which never wounded, endeared him at once, not only to those who were brought into constant touch with him, but to a vast circle of acquaintance. The shock of his death in the midst of our visits in 1934 cannot be adequately described, and over and above the public aspects of Sir Walter's life we cherish the thought of a friend beloved by each and all of us, whose vivid personality will always remain in our memory.

The loss experienced by us in the death of Alan Kidd and Walter Riddell is irreparable, and the Universities have been deprived of the service of two men whose ability and devotion were outstanding.

*Beati immaculati in via:
Qui ambulat in lege Domini.*

WALTER H. MOBERLY (*Chairman*).
MARGERY FRY.
ARTHUR W. HILL.
FREDERIC G. KENYON.
STANLEY LEATHES.
GEO. MACDONALD.
HUMPHRY ROLLESTON.
G. I. TAYLOR.
W. P. WYNNE.

JOHN BERESFORD,
Secretary.

March 23rd, 1936.

Institution.	1900-01.			1910-11.		
	Men.	Women.	Total.	Men.	Women.	Total.
Birmingham University	238	93	331	519	258	807
Bristol University	209	127	336	448	216	664
Cambridge University	2,830*	296	3,126	3,822	369	4,191
Durham University, Armstrong College ...	249	139	388	420	175	695
" " Durham Colleges	166	16	182	219	16	235
" " College of Medicine	201	14	215	181	14	195
Exeter University College	—	—	—	72	111	183
Leeds University	494	86	580	550	110	660
Liverpool University	411	70	481	661	258	919
London University—						
Courtauld Institute of Art	—	—	—	—	—	—
Institute of Education	—	—	—	18	12	30
Institute of Historical Research... ..	—	—	—	—	—	—
School of Slavonic and East European Studies.	—	—	—	—	—	—
Bedford College	—	90	90	—	220	220
Birkbeck College	16	7	23	34	21	55
Charing Cross Hospital Medical School...	118	—	118	72	—	72
College of the Pharmaceutical Society ...	48	4	52	61	12	73
Guy's Hospital Medical School	373	—	373	486	—	486
Imperial College of Science and Technology.	538	3	541	776	11	787
King's College	262	12	274	414	90	504
" " Hospital Medical School	—	—	—	36	—	36
" " of Household & Social Science ...	—	—	—	—	—	—
London Hospital Medical College	283	—	283	286	—	286
" " School of Medicine for Women ...	—	216	216	—	138	138
Middlesex Hospital Medical School	113	—	113	154	—	154
Queen Mary College	—†	—†	—†	251	98	349
Royal Dental Hospital School	139	—	139	130	—	130
Royal Holloway College	—	120	120	—	148	148
St. Bartholomew's Hospital Medical College.	542	—	542	401	—	401
St. George's Hospital Medical School ...	—†	—	—†	44	—	44
St. Mary's Hospital Medical School ...	255	—	255	170	—	170
St. Thomas's Hospital Medical School ...	250	—	250	234	—	234
School of Economics	32	16	48	117	49	166
" " Hygiene & Tropical Medicine ...	—	—	—	—	—	—
" " Oriental Studies	—	—	—	—	—	—
University College	295	167	462	512	162	674
" " Hospital Medical School	—	—	—	97	—	97
Westfield College	—	21	21	—	74	74
Westminster Hospital Medical School ...	25	—	25	16	—	16
Total, London Institutions	3,289	656	3,945	4,309	1,035	5,344
Manchester University	738	123	861	881	276	1,157
" " College of Technology	—	—	—	223	3	226
Nottingham University College	137	90	227	135	107	242
Oxford University	2,537	239	2,776	3,114	328	3,442
Reading University	33	73	106	128	117	245
Sheffield University	90	6	96	203	81	284
Southampton University College	133	62	195	153	75	228
Total, England	11,755	2,090	13,845	16,038	3,579	19,617
Aberystwyth University College	266	208	474	262	192	454
Bangor University College	179	100	279	229	95	324
Cardiff University College	333	167	500	408	189	597
Swansea University College	—	—	—	—	—	—
Welsh National School of Medicine	—	—	—	—	—	—
Total, Wales	778	475	1,253	899	476	1,375
Aberdeen University	362	29	391	379	107	486
Edinburgh University	2,119	235	2,354	2,331	580	2,911
Glasgow University	1,575	346	1,921	1,967	670	2,637
" " Royal Technical College	134	—	134	168	—	168
St. Andrews University, including Dundee University College	242	109	351	292	242	534
Total, Scotland	4,432	719	5,151	5,137	1,599	6,736
Grand Total, Great Britain	16,965	3,284	20,249	22,074	5,654	27,728

Notes.—1. Some of the Institutions were unable to give exact figures for the earlier years, as their records were not kept in sufficient detail. It is believed, however, that the figures given above are substantially accurate.

2. It should be remembered that the figures for the year 1920-21 were swollen by the inclusion of some 13,000 ex-service students under the scheme for the higher education of such students.

* This figure was that for the year 1901-02, as the number for 1900-01 was not readily available.

† No figures could be given by these two Institutions for 1900-01; it was clear, however, that the numbers of students were very small.

MAINLY STATISTICAL.
STUDENTS.

1920-21.			1930-31.			1934-35.		
Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
1,354	455	1,809	985	461	1,446	1,072	450	1,522
912	328	1,240	572	333	905	692	316	1,008
4,759	428	5,187	5,120	479	5,599	5,328	507	5,835
619	158	777	512	241	753	634	253	887
198	44	242	359	119	478	387	113	500
361	74	435	271	34	305	329	50	379
148	154	302	264	241	505	227	145	372
1,288	322	1,610	1,131	379	1,510	1,250	368	1,618
1,766	548	2,314	1,203	544	1,747	1,605	535	2,140
—	—	—	—	—	—	23	38	61
88	59	147	125	114	239	148	133	281
—	—	—	—	—	—	9	5	14
—	—	—	—	—	—	1	—	1
—	608	608	—	602	602	1	606	607
94	41	135	—	—	—	7	—	7
34	29	63	49	26	75	92	3	95
90	75	165	72	20	92	71	21	92
1,073	—	1,073	786	—	786	956	—	956
1,063	17	1,080	954	24	978	909	22	931
880	285	1,165	966	479	1,445	1,178	548	1,726
69	43	112	178	53	231	175	51	226
1	70	71	—	94	94	—	165	165
306	64	370	365	2	367	409	—	409
—	459	459	—	310	310	—	358	358
266	—	266	201	—	201	356	—	356
403	119	522	299	107	406	420	99	519
288	28	316	104	17	121	123	9	132
—	198	198	—	211	211	—	208	208
605	—	605	630	—	630	788	—	788
13	7	20	107	—	107	94	—	94
144	107	251	231	5	236	369	—	369
340	—	340	470	—	470	494	—	494
491	203	694	497	309	806	617	294	911
—	—	—	47	16	63	46	9	55
1	—	1	28	1	29	61	11	72
1,064	579	1,643	1,239	772	2,011	1,348	795	2,143
125	65	190	236	63	299	280	60	340
—	108	108	—	153	153	—	142	142
21	8	29	51	17	68	107	1	108
7,459	3,172	10,631	7,635	3,395	11,030	9,082	3,578	12,660
1,425	581	2,006	1,476	631	2,107	1,734	634	2,368
486	9	495	270	2	272	352	6	358
650	126	776	447	197	644	512	138	650
3,663	542	4,205	3,845	813	4,658	3,953	876	4,829
214	335	549	250	376	626	293	322	615
751	196	947	568	181	749	643	133	776
198	145	343	305	169	474	273	102	375
26,251	7,617	33,868	25,213	8,595	33,808	28,366	8,526	36,892
778	310	1,088	451	284	735	583	245	828
410	190	600	374	177	551	456	142	598
763	298	1,061	759	324	1,083	929	363	1,292
81	8	89	343	156	499	517	168	685
—	—	—	—	—	—	77	20	97
2,932	806	2,838	1,927	941	2,868	2,562	938	3,500
1,122	533	1,655	826	417	1,243	846	361	1,207
3,084	1,078	4,162	2,541	1,184	3,725	2,437	915	3,352
3,396	1,122	4,518	3,425	1,601	5,026	3,241	1,149	4,390
629	5	634	327	30	357	383	31	414
485	292	777	495	304	799	571	312	883
8,716	3,030	11,746	7,614	3,536	11,150	7,478	2,768	10,246
36,909	11,453	48,452	34,754	13,072	47,826	38,406	12,232	50,638

FULL-TIME STUDENTS ENTERING FOR THE FIRST TIME.

1928-29.

	Graduating.		Diploma.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.
England	5,835	1,959	1,273	579	7,108	2,538
Wales	415	215	47	17	462	232
Scotland	1,624	914	102	20	1,726	934
Total	7,874	3,088	1,422	616	9,296	3,704

1934-35.*

England	6,709	2,037	1,398	570	8,107	2,607
Wales	590	209	76	27	666	236
Scotland	1,560	661	95	17	1,655	678
Total	8,859	2,907	1,569	614	10,428	3,521

* Except where otherwise stated, the figures for students given in the above table and in later tables of this Appendix for the year 1934-35 do not include those for 5 Institutions which were not included in the year 1928-29.

FULL-TIME STUDENTS ANALYSED INTO SUBJECT GROUPS.

MEN AND WOMEN.

1928-29.

	Arts.	Per cent. of Total.	Pure Science.	Per cent. of Total.	Medicine.	Per cent. of Total.	Tech-nology.	Per cent. of Total.	Agri-culture.	Per cent. of Total.	Total Students
England	15,405	50.2	5,755	18.7	5,848	19.0	3,150	10.3	540	1.8	30,698
Wales	1,730	64.9	570	21.4	127	4.8	149	5.6	88	3.3	2,664
Scotland	6,490	59.3	1,052	9.6	2,412	22.0	783	7.2	210	1.9	10,947
Great Britain	23,625	53.3	7,377	16.7	8,387*	18.9	4,082	9.2	838	1.9	44,309

* Medicine 7,706, Dentistry 681.

1934-35.

England	16,585	46.7	6,759	19.1	8,212	23.1	3,420	9.6	512	1.5	35,488
Wales... ..	2,098	59.9	816	23.3	272	7.8	166	4.8	148	4.2	3,500
Scotland	5,104	49.8	1,117	10.9	3,060	29.9	783	7.6	182	1.8	10,246
Great Britain	23,787	48.3	8,692	17.7	11,544†	23.4	4,369	8.9	842	1.7	49,234

† Medicine 10,475, Dentistry 1,069.

MEN.

1928-29.

	Arts.	Per cent. of Total.	Pure Science.	Per cent. of Total.	Medicine.	Per cent. of Total.	Tech-nology.	Per cent. of Total.	Agri-culture.	Per cent. of Total.	Total.
England	9,622	42.9	4,236	18.9	5,024	22.4	3,098	13.8	449	2.0	22,429
Wales	937	56.4	391	23.6	113	6.8	149	9.0	70	4.2	1,660
Scotland	3,448	47.1	778	10.6	2,142	29.3	769	10.5	186	2.5	7,321
Great Britain	14,005	44.6	5,405	17.2	7,279*	23.2	4,016	12.8	705	2.2	31,410

* Medicine 6,649, Dentistry 630.

1934-35.

England	11,205	41.2	5,098	18.8	7,080	26.1	3,341	12.3	435	1.6	27,159
Wales... ..	1,436	56.1	621	24.2	215	8.4	166	6.5	124	4.8	2,562
Scotland	3,077	41.1	868	11.6	2,603	34.8	767	10.3	163	2.2	7,478
Great Britain	15,718	42.3	6,587	17.7	9,898†	26.6	4,274	11.5	722	1.9	37,199

† Medicine 8,914, Dentistry 984.

FULL-TIME STUDENTS ANALYSED INTO SUBJECT GROUPS—*continued.*

WOMEN.

1928-29.

	Arts.	Per cent. of Total.	Pure Science.	Per cent. of Total.	Medicine.	Per cent. of Total.	Technology.	Per cent. of Total.	Agriculture.	Per cent. of Total.	Total.
England	5,783	69.9	1,519	18.4	824	10.0	52	.6	91	1.1	8,269
Wales... ..	793	79.0	179	17.8	14	1.4	—	—	18	1.8	1,094
Scotland	3,044	83.9	274	7.6	270	7.4	14	.4	24	.7	3,626
Great Britain	9,620	74.6	1,972	15.3	1,108*	8.6	66	.5	133	1.0	12,899

* Medicine 1,057, Dentistry 51.

1934-35.

England	5,350	64.6	1,661	19.9	1,132	13.6	79	1.0	77	.9	8,329
Wales	662	79.6	195	20.8	57	6.1	—	—	24	2.5	938
Scotland	2,027	73.2	249	9.0	457	16.5	16	.6	19	.7	2,768
Great Britain	8,039	67.0	2,105	17.5	1,646†	13.7	95	.8	120	1.0	12,035

† Medicine 1,561, Dentistry 85.

ASSISTED STUDENTS.

1928-29.

	Total number of Full-time Students.			Assisted Students.			Percentage of Column (6) to Column (3).
	Men. (1)	Women. (2)	Total. (3)	Men. (4)	Women. (5)	Total. (6)	
England:—							
Oxford and Cambridge Universities	8,900	1,312	10,212	3,292	607	3,899	38.2
London University, excluding Medical Schools.	3,588	2,636	6,224	1,189	926	2,115	34.0
London University, Medical Schools	2,415	502	2,917	255	72	327	11.2
Provincial Universities and 3 independent University Colleges.	7,526	3,819	11,345	3,454	2,498	5,952	52.5
Total, England	22,429	8,269	30,698	8,190	4,103	12,293	40.0
Wales	1,660	1,004	2,664	1,039	619	1,658	62.2
Scotland	7,321	3,626	10,947	3,583	2,010	5,593	51.1
Total	31,410	12,899	44,309	12,812	6,732	19,544	44.1

1934-35.

England:—							
Oxford and Cambridge Universities	9,281	1,383	10,664	3,968	658	4,626	43.4
London University, excluding Medical Schools.	4,542	2,890	7,432	1,650	900	2,550	34.3
London University, Medical Schools	3,333	491	3,824	437	85	522	13.7
Provincial Universities, and 3 independent University Colleges.	10,003	3,565	13,568	4,268	1,930	6,198	45.7
Total, England	27,159	8,329	35,488	10,323	3,573	13,896	39.2
Wales	2,562	938	3,500	1,435	561	1,996	57.0
Scotland	7,478	2,768	10,246	3,243	1,383	4,626	45.1
Total	37,199	12,035	49,234	15,001	5,517	20,518	41.7

FULL-TIME STUDENTS ENTERING FOR THE FIRST TIME.

1928-29.

	Graduating.		Diploma.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.
England	5,835	1,059	1,273	579	7,108	2,538
Wales	415	215	47	17	462	232
Scotland	1,624	914	102	20	1,726	934
Total	7,874	3,088	1,422	616	9,296	3,704

1934-35.*

England	6,709	2,037	1,398	570	8,107	2,607
Wales	590	209	76	27	666	236
Scotland	1,560	661	95	17	1,655	678
Total	8,859	2,907	1,569	614	10,428	3,521

* Except where otherwise stated, the figures for students given in the above table and in later tables of this Appendix for the year 1934-35 do not include those for 5 Institutions which were not included in the year 1928-29.

FULL-TIME STUDENTS ANALYSED INTO SUBJECT GROUPS.

MEN AND WOMEN.

1928-29.

	Arts.	Per cent. of Total.	Pure Science.	Per cent. of Total.	Medicine.	Per cent. of Total.	Tech-nology.	Per cent. of Total.	Agri-culture.	Per cent. of Total.	Total Students
England	15,405	50.2	5,755	18.7	5,848	19.0	3,150	10.3	540	1.8	30,698
Wales	1,730	64.9	570	21.4	127	4.8	149	5.6	88	3.3	2,664
Scotland	6,490	59.3	1,052	9.6	2,412	22.0	783	7.2	210	1.9	10,947
Great Britain	23,625	53.3	7,377	16.7	8,387*	18.9	4,082	9.2	838	1.9	44,309

* Medicine 7,706, Dentistry 681.

1934-35.

England	16,585	46.7	6,759	19.1	8,212	23.1	3,420	9.6	512	1.5	35,488
Wales... ..	2,098	59.9	816	23.3	272	7.8	166	4.8	148	4.2	3,500
Scotland	5,104	49.8	1,117	10.9	3,060	29.9	783	7.6	182	1.8	10,246
Great Britain	23,787	48.3	8,692	17.7	11,544†	23.4	4,369	8.9	842	1.7	49,234

† Medicine 10,475, Dentistry 1,069.

MEN.

1928-29.

	Arts.	Per cent. of Total.	Pure Science.	Per cent. of Total.	Medicine.	Per cent. of Total.	Tech-nology.	Per cent. of Total.	Agri-culture.	Per cent. of Total.	Total.
England	9,622	42.9	4,236	18.9	5,024	22.4	3,098	13.8	449	2.0	22,429
Wales	937	56.4	391	23.6	113	6.8	149	9.0	70	4.2	1,660
Scotland	3,446	47.1	778	10.6	2,142	29.3	769	10.5	186	2.5	7,321
Great Britain	14,005	44.6	5,405	17.2	7,279*	23.2	4,016	12.8	705	2.2	31,410

* Medicine 6,649, Dentistry 630.

1934-35.

England	11,205	41.2	5,098	18.8	7,080	26.1	3,341	12.3	435	1.6	27,159
Wales... ..	1,436	56.1	621	24.2	215	8.4	166	6.5	124	4.8	2,562
Scotland	3,077	41.1	868	11.6	2,603	34.8	767	10.3	163	2.2	7,478
Great Britain	15,718	42.3	6,587	17.7	9,898†	26.6	4,274	11.5	722	1.9	37,199

† Medicine 8,914, Dentistry 984.

FULL-TIME STUDENTS ANALYSED INTO SUBJECT GROUPS—*continued.*

WOMEN.

1928-29.

	Arts.	Per cent. of Total.	Pure Science.	Per cent. of Total.	Medicine.	Per cent. of Total.	Technology.	Per cent. of Total.	Agriculture.	Per cent. of Total.	Total.
England	5,783	69.9	1,519	18.4	824	10.0	52	.6	91	1.1	8,269
Wales... ..	793	79.0	179	17.8	14	1.4	—	—	18	1.8	1,004
Scotland	3,044	83.9	274	7.6	270	7.4	14	.4	24	.7	3,626
Great Britain	9,620	74.6	1,972	15.3	1,108*	8.6	66	.5	133	1.0	12,899

* Medicine 1,057, Dentistry 51.

1934-35.

England	5,380	64.6	1,661	19.9	1,132	13.6	79	1.0	77	.9	8,329
Wales	662	70.6	195	20.8	57	6.1	—	—	24	2.5	938
Scotland	2,027	73.2	249	9.0	457	16.5	16	.6	19	.7	2,768
Great Britain	8,069	67.0	2,105	17.5	1,646†	13.7	95	.8	120	1.0	12,035

† Medicine 1,561, Dentistry 85.

ASSISTED STUDENTS.

1928-29.

	Total number of Full-time Students.			Assisted Students.			Percentage of Column (6) to Column (3).
	Men. (1)	Women. (2)	Total. (3)	Men. (4)	Women. (5)	Total. (6)	
England:—							
Oxford and Cambridge Universities	8,900	1,312	10,212	3,292	607	3,899	38.2
London University, excluding Medical Schools.	3,588	2,636	6,224	1,189	926	2,115	34.0
London University, Medical Schools	2,415	502	2,917	255	72	327	11.2
Provincial Universities and 3 independent University Colleges.	7,526	3,819	11,345	3,454	2,498	5,952	52.5
Total, England	22,429	8,269	30,698	8,190	4,103	12,293	40.0
Wales	1,660	1,004	2,664	1,039	619	1,658	62.2
Scotland	7,321	3,626	10,947	3,583	2,010	5,593	51.1
Total	31,410	12,899	44,309	12,812	6,732	19,544	44.1

1934-35.

England:—							
Oxford and Cambridge Universities	9,281	1,383	10,664	3,968	658	4,626	43.4
London University, excluding Medical Schools.	4,542	2,890	7,432	1,650	900	2,550	34.3
London University, Medical Schools	3,333	491	3,824	437	85	522	13.7
Provincial Universities, and 3 independent University Colleges.	10,003	3,565	13,568	4,268	1,930	6,198	45.7
Total, England	27,159	8,329	35,488	10,323	3,573	13,896	39.2
Wales	2,562	938	3,500	1,435	561	1,996	57.0
Scotland	7,478	2,768	10,246	3,243	1,383	4,626	45.1
Total	37,199	12,035	49,234	15,001	5,517	20,518	41.7

ASSISTED STUDENTS (continued).
1928-29.

	Total number of full-time students undertaking advanced work.			Assisted Students.			Percentage of Column (6) to Column (3).
	Men. (1)	Women. (2)	Total. (3)	Men. (4)	Women. (5)	Total. (6)	
England :—							
Oxford and Cambridge Universities	482	81	563	198	26	224	39·8
London University, excluding Medical Schools.	615	151	766	208	32	240	31·4
London University, Medical Schools	27	3	30	4	1	5	16·7
Provincial Universities, including 3 independent University Colleges.	351	83	444	198	42	240	54·1
Total, England	1,485	318	1,803	608	101	709	39·3
Wales	69	28	97	43	17	60	61·9
Scotland	154	28	182	55	11	66	36·3
Total	1,708	374	2,082	706	129	835	40·1

1934-35.

England :—							
Oxford and Cambridge Universities	618	79	697	422	38	460	66·0
London University, excluding Medical Schools.	835	169	1,004	312	34	346	34·5
London University, Medical Schools	54	4	58	5	1	6	10·3
Provincial Universities, including 3 independent University Colleges	545	77	622	298	36	334	53·7
Total, England	2,052	329	2,381	1,037	109	1,146	48·1
Wales	131	26	157	70	10	80	51·0
Scotland	234	41	275	90	16	106	38·5
Total	2,417	396	2,813	1,197	135	1,332	47·4

EXPENDITURE ON ASSISTANCE TO STUDENTS AT UNIVERSITY INSTITUTIONS.

1933-34.

Source.	Amount.	Remarks.
<i>England and Wales.</i>		
University Institutions :—	£	
From Trust Funds	83,819	These sums include a comparatively small expenditure on Prizes. Year 1934.
From General Revenues and by fee remission	50,055	
Oxford Colleges	104,117	
Cambridge Colleges	91,450	
Board of Education :—		
State Scholarships	102,489	Does not include loans to students. The major part of this sum (£323,282) attracts a 50 per cent. grant from the Board of Education. A grant of 60 per cent. of this sum was paid to the Local Authorities by the Ministry of Agriculture and Fisheries.
Royal Scholars and Free Studentships	6,612	
Whitworth Scholarships	3,374	
Teachers in Training	350,689	
Local Education Authorities	323,282	
Do. Agriculture	5,381	
Leaving Exhibitions attached to Secondary Schools grant-aided by the Board of Education.	41,450	Does not include Local Education Authority Secondary Schools.
Ministry of Agriculture and Fisheries	4,172	
<i>Scotland.</i>		
University Institutions :—		
From Trust Funds	65,178	These sums include a comparatively small expenditure on Prizes.
From General Revenues and by fee remission	2,216	
Local Education Authorities	46,048	Includes a small sum, which cannot be stated separately, for students not attending at the Universities.
do. Agriculture	112	
Carnegie Trust for the Universities of Scotland...	56,348	
Board of Agriculture for Scotland	298	
Miners' Welfare National Scholarship Scheme	7,436	Estimated figure. For children of disabled and deceased officers and men.
Ministry of Pensions	5,500	
Total	£ 1,350,026	

NOTES.—1. It will be observed that the above Table does not include expenditure from funds in the hands of private corporations or trustees, e.g., City Companies, Educational Charities, Scottish Educational Endowments not in the hands of the Universities, or from funds attached to Public and some grant-aided Secondary Schools. This expenditure must amount in total to a very considerable sum.

2. It was not always possible to exclude from the above figures aid to students undertaking advanced work, but in the main the figures cover only assistance to undergraduates and the grants made by the Board of Education and Local Education Authorities for teachers in their fourth year of training. The figures for the Oxford and Cambridge Colleges include assistance to graduates—for the Cambridge Colleges it was estimated that approximately one-sixth of the total sum was of this character.

DISTRIBUTION OF ADVANCED STUDENTS OVER SUBJECT GROUPS.
Full-time Students.

Subject Groups.	1928-29.		1934-35.	
	Advanced Students.	Percentage of Total.	Advanced Students.	Percentage of Total.
Arts	814	39.1	1,105	39.3
Mathematics and Pure Science	886*	42.6	1,140†	40.5
Medicine	100	4.8	188	6.7
Technology	238	11.4	325	11.5
Agriculture	44	2.1	55	2.0
Total	2,082	100.0	2,813	100.0

* Mathematics 61, Pure Science 825.

† Mathematics 88, Pure Science 1,052.

Part-time Students.

Subject Groups.	1928-29.		1934-35.	
	Advanced Students.	Percentage of Total.	Advanced Students.	Percentage of Total.
Arts	731	46.2	827	45.5
Mathematics and Pure Science	320*	20.2	412†	22.7
Medicine	422	26.7	492	27.1
Technology	105	6.7	81	4.4
Agriculture	3	.2	6	.3
Total	1,581	100.0	1,818	100.0

* Mathematics 40, Pure Science 280.

† Mathematics 47, Pure Science 365.

RESIDENTIAL ACCOMMODATION.

1934-35.

Institution.	Total Number of Full-time Students. (1)	Number residing in Colleges or Hostels. (2)	Percentage of Column 2 to Column 1. (3)
Birmingham University	1,522	191	12.5
Bristol University	1,008	375	37.2
Durham University, Armstrong College	887	84	9.5
" " Durham Colleges	500	462	92.4
" " College of Medicine	379	1	.3
Exeter University College	372	274	73.7
Leeds University	1,618	378	23.4
Liverpool University	2,140	216	10.1
London University, its Colleges and Schools... ..	12,660	1,519	12.0
Manchester University... ..	2,368	491	20.7
" College of Technology	358	40	11.2
Nottingham University College	650	193	29.7
Reading University	615	420	68.3
Sheffield University	776	74	9.5
Southampton University College	375	237	63.2
Total, England	26,228	4,955	18.9
University of Wales, its Constituent Colleges and the Welsh National School of Medicine.	3,500	537	15.3
Aberdeen University	1,207	—	—
Edinburgh University	3,352	466	13.9
Glasgow University	4,390	155	3.5
" Royal Technical College	414	3	.7
St. Andrews University, including Dundee University College.	883	212	24.0
Total, Scotland	10,246	836	8.2
Grand Total, Great Britain	39,974	6,328	15.8

Note.—The above table excludes the figures for the Universities of Oxford and Cambridge only.

COLONIAL AND FOREIGN STUDENTS.

	1928-29.		1934-35.	
	Full-time Students.	Part-time Students.	Full-time Students.	Part-time Students.
Students whose homes were outside the British Isles, but within the British Empire.	2,809	851	2,542	731
Students whose homes were in Foreign Countries.	1,581	1,076	1,920	940
Total	4,390	1,927	4,462	1,671

INCOME.

1928-29.

—	Endowments.		Donations and Subscriptions.		Grants from Local Authorities.		Parliamentary Grants.		Tuition and Examination, Etc., Fees.		Other Income.	
	Amount.	Percentage of Total Income.	Amount.	Percentage of Total Income.	Amount.	Percentage of Total Income.	Amount.	Percentage of Total Income.	Amount.	Percentage of Total Income.	Amount.	Percentage of Total Income.
	£		£		£		£		£		£	
England	548,884	13·5	94,319	2·3	428,060†	10·6	1,345,857	33·1	1,305,764	32·2	338,007	8·3
Wales ...	24,424	7·7	7,676	2·4	58,211	18·3	149,504	46·9	69,445	21·8	9,225	2·9
Scotland	143,117	18·0	23,298	2·9	38,179	4·8	289,171	36·4	290,333	36·5	11,036	1·4
Great Britain.	716,425	13·9	125,293	2·4	524,450†	10·1	1,784,532	34·5	1,665,542	32·2	358,268	6·9

1934-35.

England	669,395	13·8	136,663	2·8	502,101†	10·3	1,552,356	32·0	1,594,540	32·8	401,638	8·3
Wales	22,134	6·1	4,305	1·2	58,113	16·0	177,197	48·6	91,290	25·0	11,241	3·1
Scotland	154,376	18·1	21,231	2·5	38,179	4·5	329,361	38·7	288,863	33·9	19,668	2·3
Great Britain.	845,905	13·9	162,199	2·7	598,393†	9·9	2,058,914	33·9	1,974,693	32·5	432,547	7·1

* These figures include those for 4 Institutions within the University of London which were not included in 1928-29. Institutions receive their block grants from the University Court out of the Treasury Recurrent Grants and the Grants from Authorities, it is not possible to exclude their figures from the above Table in any satisfactory way; the total income of 4 Institutions in 1934-35 was £103,846.

† These figures include £86,197 in 1928-29 and £104,700 in 1934-35, representing grants by local authorities to the Ma College of Technology, a considerable part of which was payment for work below university standard, and as such was allowed Board of Education to rank for grant under their Regulations.

EXPENDITURE.

1928-29.

—	Administration.		Departmental Maintenance.†		Maintenance of Premises.		Other Expenditure.		F
	Amount.	Percentage of Total Expenditure.	Amount.	Percentage of Total Expenditure.	Amount.	Percentage of Total Expenditure.	Amount.	Percentage of Total Expenditure.	
	£		£		£		£		
England ...	361,200	9·0	2,587,385	64·5	450,335	11·2	612,508	15·3	64
Wales ...	33,780	10·8	210,046	67·3	23,885	7·6	44,511	14·3	12
Scotland ...	58,755	7·3	572,803	71·7	94,394	11·8	73,335	9·2	11
Great Britain	453,735	8·9	3,370,234	65·8	568,614	11·1	730,354	14·2	86

1934-35.

England ...	414,692	8·6	3,096,033	64·6	530,037	11·1	755,246	15·7	41
Wales ...	37,427	10·5	242,616	67·8	29,761	8·3	47,921	13·4	12
Scotland ...	63,460	7·4	629,552	73·3	90,581	10·5	75,415	8·8	11
Great Britain	515,579	8·6	3,968,201	66·0	650,379	10·8	878,582	14·6	64

† See Note * above.

‡ This head covers salaries of teaching and research staff and payments for superannuation, the cost of maintaining lecture rooms, libraries and museums, and of supplying them with materials, apparatus, books, specimens, &c.

CAPITAL BENEFACTIONS RECEIVED BY THE INSTITUTIONS.

1929-30 to 1934-35.

	For lands, building and equipment, etc.	Endowments for general and specific purposes (excluding those in Column 3).	Endowments for Fellowships, Scholarships and Prizes.
	(1)	(2)	(3)
	£	£	£
Birmingham University	56,243*	78,175†	57,235
Bristol University	197,218	116,478	31,263
Cambridge University	431,030	828,071	13,720
Durham University	—	—	100
" " Armstrong College	68,386	1,263	4,677
" " Durham Colleges	1,147	1,000	1,250
" " Durham College of Medicine	30,626	575	1,496
Exeter University College	49,305	—	7,170
Leeds University	246,216	154,079	11,235
Liverpool University	86,088‡	68,540	14,075
London University, its Colleges and Schools	1,040,398§	384,024	102,530
Manchester University... ..	7,247	112,650	40,813
" College of Technology	498	—	—
Nottingham University College	26,672||	43,407	618
Oxford University	134,006**	138,119	36,375
Reading University	37,437	9,548	569
Sheffield University	56,772	41,852	6,983
Southampton University College	68,166	100	3,092
Total, England	2,537,455	1,977,881	333,201
University of Wales, its Constituent Colleges and the Welsh National School of Medicine.	115,214	29,711	14,490
Aberdeen University	18,081	87,202	37,108
Edinburgh University	162,055	146,520	99,447
Glasgow University	28,791	18,651	128,596
Glasgow Royal Technical College	23,395	18,461	20,827
St. Andrews University, including Dundee University College.	89,421	3,325	39,391
Total, Scotland	321,743††	274,159††	325,369
Grand Total, Great Britain	2,974,412	2,281,751	673,060

* This figure does not include the University's share of the proceeds of a joint appeal for the new Hospitals Centre and the new Medical School; this share in gifts and promises up to 31st July, 1935, was £120,000.

† This figure does not include the Henry Barber Trust, which was created by Lady Barber in 1932. By her Will she bequeathed to Trustees the residue of her estate to be applied by them to the purposes detailed in the Deed of Trust. These purposes include the erection on University land of the Barber Institute of Fine Arts at a cost of some £50,000; the endowment of that Institute with funds for the purpose of purchasing objects of art for exhibition, and the endowment of professorial chairs at the University, including the Barber Professorship of Fine Arts, the Barber Chair of Law and the Professorship of Music.

‡ Not including £85,700 promised but not received by the end of 1934-35.

§ Not including £668,000 promised but not received by the end of 1934-35.

|| In addition, the City of Nottingham transferred to the College 49 acres of land and a large pavilion.

** In addition, £559,710 has been promised, but had not been received at the end of 1934-35.

†† Not including those allocations made by the Carnegie Trust for the Universities of Scotland which were not actually paid over by the end of the year 1934-35.

SALARIES OF FULL-TIME STAFFS EMPLOYED IN THE TEACHING DEPARTMENTS, ACADEMIC YEAR, 1934-35.

Notes.—1. The amounts given below are exclusive of payments for superannuation provision made by the Institutions on behalf of their staffs.
2. For the Universities of Oxford and Cambridge only Professors and Readers are included below. (See Note † to Table 11.)

PROFESSORS.

£600.	650.	700.	751-800.	801-850.	851-900.	901-950.	951-1,000.	1,001-1,050.	1,051-1,100.	1,101-1,150.	1,151-1,200.	1,201-1,250.	1,251-1,300.	1,301-1,350.	1,351-1,400.	1,401-1,450.	1,451-1,500.	1,550.	1,600.	1,650.	1,700.	1,750.	1,800.	2,000.	Total Number.	Average Salary. £
2	1	2	109	15	58	18	207	23	90	8	149	28	27	11	35	10	33	1	4	3	2	1	2	11	850*	1,095

READERS, ASSISTANT PROFESSORS AND INDEPENDENT LECTURERS.

£351-400.	401-450.	451-500.	501-550.	551-600.	601-650.	651-700.	701-750.	751-800.	801-850.	851-900.	901-950.	951-1,000.	1,001-1,050.	1,100.	1,200.	1,300.	Total Number.	Average Salary. £
7	7	37	25	96	46	58	35	18	20	5	4	7	2	2	1	3	373*	664

LECTURERS.

£250.	276-300.	301-325.	326-350.	351-375.	376-400.	401-425.	426-450.	451-475.	476-500.	501-525.	526-550.	551-575.	576-600.	601-625.	626-650.	651-675.	676-700.	725.	750.	751-775.	800.	801-825.	850.	876-900.	1,000.	Total Number.	Average Salary. £
2	32	18	91	68	266	87	157	66	295	28	71	15	83	11	11	8	56	1	15	1	2	1	3	2	1	1,391	471

ASSISTANT LECTURERS AND DEMONSTRATORS.

£150.	151-175.	176-200.	225.	226-250.	251-275.	276-300.	301-325.	326-350.	351-375.	376-400.	401-425.	426-450.	475.	500.	501-525.	526-550.	600.	Total Number.	Average Salary. £
10	11	24	1	150	78	274	69	95	41	55	7	18	3	10	2	3	5	856	308

OTHERS.

£150	151-175.	176-200.	201-225.	226-250.	251-275.	276-300.	301-325.	326-350.	375.	376-400.	401-425.	426-450.	451-475.	476-500.	501-525.	526-550.	551-575.	576-600.	601-625.	626-650.	700.	726-750.	751-775.	776-800.	801-825.	826-850.	1,000.	1,450.	1,500.	Total Number.	Average Salary. £
7	4	21	4	26	16	38	11	22	3	23	9	5	7	12	8	2	3	12	10	3	1	1	1	2	1	4	1	1	1	259	384

* These numbers exclude 5 professors and 1 reader at the Universities of Oxford and Cambridge, who are classed as full time, but whose salaries are substantially lower than those normally attached to the posts of full-time professor and reader at those Universities.

NEW FULL-TIME CHAIRS ESTABLISHED, 1929-30 to 1934-35.

Philosophy and History of Religion 1, Biblical Criticism and Exegesis 1, Christian Dogmatics 2, Church History 1, Christian Ethics and Practical Theology 1, New Testament Language, Literature and Theology 1, Philosophy 1, Ancient Philosophy 1, Psychology 3, Latin 1, German 1, Spanish 1, Chinese 1, Phonetics 1, History 3, Modern History 2, Welsh History 2, American History 1, International History 1, Legal History 1, Geography 6, Education 1, Economics 1, Economic Science and Statistics 1, Economic History 2, Political Economy 1, Industrial Relations 3, International Relations 2, Social Biology 1, Roman Law 1, Music 1, Fine Art 1, Social Anthropology 1, Classical Archaeology 1, Egyptology 1, Botany 2, Chemistry 1, Bio-Chemistry 2, Pathological Chemistry 1, Physical Chemistry 1, Theoretical Chemistry 1, Chemistry as applied to Hygiene 1, Colloid Science 1, Geology 1, Mathematical Physics 1, Meteorology 1, Plant Physiology 1, Zoology 1, Bacteriology 2, Bacteriology as applied to Hygiene 1, Chemical Pathology 1, Dentistry 2, Medical Entomology 1, Medicine 1, Pathology 1, Pharmacology 1, Medical Protozoology 1, Electrical Engineering 1, Mechanical Engineering 1, Metallurgy 1, Agricultural Chemistry 1, Horticulture 1, Visiting Professorship (yearly appointment) 1.

Total 83, of which 33 Chairs were wholly or partly endowed.

NOTE.—The figures on page 7 of the Report show an increase of only 59 Chairs in the period. The difference between this figure and the number shown above is accounted for by the fact that there were a number of Chairs occupied in 1928-29 which have either lapsed or were vacant in 1934-35, and hence were not included in the figures for the latter year.

MAJOR IMPROVEMENTS IN ACCOMMODATION, 1929-30 to 1934-35.

BIRMINGHAM UNIVERSITY.—Completion of the Students' Union from a gift by Sir Charles Hyde. Beginning of a new Medical School in connection with the great scheme for a Joint Hospitals Centre adjacent to the University buildings at Edgbaston.

BRISTOL UNIVERSITY.—New Hall of Residence for women students, accommodating about 100, with dining hall and common rooms to take a larger number, in view of future expansion. Adaptation of a former Hall of Residence to house the Departments of Pathology, Medicine, Surgery and Obstetrics.

CAMBRIDGE UNIVERSITY.—New University Library, and new accommodation for Agriculture, Botany, Physiology, Pharmacology, Zoology, Engineering and Colloid Science, out of the magnificent gift of £700,000 from the Rockefeller Foundation and out of other generous benefactions. New Mineralogy and Petrology Laboratory, and a new building for Geography, Geodesy, and Geophysics. New block of lecture rooms for the Literary Faculties, including a library for the Faculty of Classics. Adaptation of the old University Library to house the University offices, and to provide reception rooms, departmental libraries, and facilities for various Arts Faculties, lecture rooms, etc.

DURHAM UNIVERSITY, ARMSTRONG COLLEGE.—Provision of a Men's Hall of Residence to house about 80 students, mainly out of gifts from an anonymous donor. Purchase of church buildings and adaptation for certain Arts Departments.

DURHAM COLLEGES.—Conversion of Museum building to provide lecture rooms. Extension of Pure Science Laboratories. New block of students' rooms at Hatfield College to take 26 students.

DURHAM COLLEGE OF MEDICINE.—Erection of Dental School out of gifts from Sir Arthur Sutherland and others.

EXETER UNIVERSITY COLLEGE.—Completion of new buildings for Physics and Chemistry, including a gymnasium, with the help of a benefaction from Mr. Washington Singer, New Hall of Residence for men students, accommodating about 80, towards the cost of which a generous gift was received from Mr. E. J. Mardon. New Hall of Residence for women students to house 70.

LEEDS UNIVERSITY.—New accommodation for Chemistry, Physics, Physiology, Pathology, Bacteriology, Experimental Pathology and Cancer Research. New University Library, from munificent gifts by the late Lord Brotherton. Completion of new Hall of Residence for men students, accommodating 140. Provision of a pavilion on the athletic ground, given by Mr. C. F. Tetley, and of a gymnasium.

LIVERPOOL UNIVERSITY.—New building for the School of Architecture, the gift of the late and present Lords Leverhulme, and a new building for the School of Social Sciences, the house being given by Mr. C. Sydney Jones. Extension of the Students' Union and purchase of additional land adjoining the playing fields.

UNIVERSITY OF LONDON.—Development of the Bloomsbury site, and foundations of the Senate House, administrative offices, the Library and the Tower. Sums totalling about £1,000,000 have been raised towards the expenses of the scheme for the development of the site (Local Authorities £700,000, City Corporation and City Companies £224,000). Gift to the University by Mr. Samuel Courtauld of a house in Portman Square to accommodate the Courtauld Institute of Art; establishment of a Department and Laboratory of Scientific Research at the Institute. Completion and opening of the British Postgraduate Medical School, Hammersmith. Development of the athletic ground and provision of a pavilion. New College Hall built for 172 women students in the neighbourhood of University College.

BEDFORD COLLEGE.—Extension of Library. Provision of new sports pavilion in place of one destroyed by fire.

IMPERIAL COLLEGE OF SCIENCE AND TECHNOLOGY.—Completion of a new building to provide improved accommodation for the College Union, 52 hostel study bedrooms, administrative offices and space for future extension of Economic Botany. Towards the cost of this building the College received generous gifts from the late Sir Otto Beit and from the City and Guilds of London Institute. Acquisition of the building of the Royal School of Needlework, to provide additional space for Electrical Engineering, and for future expansion.

KING'S COLLEGE.—New Department of Anatomy. Reconstruction of south-east block of College, to provide increased accommodation for Chemistry, a new kitchen and new refectory. Acquisition of lease of adjacent house to provide accommodation for research laboratories in Chemistry. Gift of Halley Stewart Laboratories. Erection of pavilion on athletic ground.

KING'S COLLEGE OF HOUSEHOLD AND SOCIAL SCIENCE.—Completion of extension providing 42 new students' rooms, common rooms for staff and students, and a residence for the Warden.

QUEEN MARY COLLEGE.—The Queen's Hall—part of the People's Palace and situated in the centre of the College premises—was burned down in 1931. After a public enquiry into the future of the People's Palace and of the College, the Charity Commissioners decided to establish a scheme whereby the government and premises of the College were separated from those of the People's Palace. The College thus obtained possession of the site on which its buildings stand, including the site of the Queen's Hall. Advantage was taken of this opportunity to plan a large general scheme of reconstruction. Progress has been made with the first stages of this scheme, including the provision of new accommodation for a central lecture theatre, for a high voltage laboratory, and for the Departments of Engineering and Aeronautics. Extension of the Women's Hostel providing for fourteen more students.

LONDON SCHOOL OF ECONOMICS.—Complete reconstruction of the Library, with generous help from the Rockefeller Foundation. Purchase and adaptation of property on the east side of Houghton Street. Erection of one section of a new east wing to provide classrooms, tutorial rooms and seminars, etc., and the heating apparatus for the whole of the buildings finally to be erected on this site. The Rockefeller Foundation also made a substantial contribution towards the cost of this scheme. Purchase and adaptation of the Smith Memorial Hall. New pavilion on athletic ground.

UNIVERSITY COLLEGE.—Erection of the Ramsay Memorial Laboratory of Chemical Engineering. Acquisition of premises and adaptation for Department of Zoology; the Rockefeller Foundation gave a generous grant for the endowment of this Department. Adaptation and equipment of the accommodation vacated by Zoology for the purposes of the Faculty of Arts and the College Libraries.

WESTFIELD COLLEGE.—Building of new block to provide 26 study bedrooms, a Botanical department, etc. Extension of dining hall and kitchens.

KING'S COLLEGE HOSPITAL, MEDICAL SCHOOL.—New buildings providing a teaching Museum, Dental Museum, Bio-chemical research laboratory, lecture, research and common rooms, and a new refectory hall.

LONDON HOSPITAL MEDICAL COLLEGE.—Erection of Hostel for men, to take about 55 students.

LONDON SCHOOL OF MEDICINE FOR WOMEN.—Provision of new out-patient quarters for the Unit in Obstetrics and Gynaecology. Extension of the Pathology Department. Acquisition of the assets and liabilities of the Students' Chambers Society, previously under private management; the Chambers provide residential accommodation for about 80 students.

MIDDLESEX HOSPITAL MEDICAL SCHOOL.—Addition of three storeys being made to the Residents' House, to provide residential accommodation for students, out of a gift from Mr. E. W. Meyerstein.

ST. BARTHOLOMEW'S HOSPITAL MEDICAL COLLEGE.—Purchase of grounds and buildings formerly occupied by the Merchant Taylors' School in Charterhouse Square, in order to provide new accommodation for the pre-clinical departments of the College; the site includes a playing field. Additions and alterations to the buildings are in progress, with a view to the transference of all the pre-clinical departments at an early date. New laboratories for Medical and Surgical Units.

ST. MARY'S HOSPITAL MEDICAL SCHOOL.—Rebuilding of the School on a new site, providing for expansion in all the pre-clinical subjects, research laboratories and a new library. The building also includes a swimming bath, as well as other amenities for students. Generous gifts towards the cost were received from Lord Beaverbrook and Lord Revelstoke.

UNIVERSITY COLLEGE HOSPITAL MEDICAL SCHOOL.—Conversion of three houses into a Hostel for 30 men students.

WESTMINSTER HOSPITAL MEDICAL SCHOOL.—The Hospital has acquired a new site for rebuilding; this site includes ground for a new Medical School, and work on the foundations of the School has begun.

MANCHESTER UNIVERSITY.—A new Arts Library building in progress. Commencement of work on alterations and additions to Men's and Women's Unions, refectory, gymnasium and senior common rooms. Extension of the Physics Department. Addition of wing to Ashburne Hall for women to accommodate about 30 extra students, a sanatorium, etc. Establishment of Hostel for medical students in their final year of clinical work. Acquisition of 43 acres of land for playing fields.

NOTTINGHAM UNIVERSITY COLLEGE.—New accommodation for the Engineering Departments. Purchase and extension of Lenton Hall for men (now Hugh Stewart Hall) to house 55 students. Extensions are now in progress to increase the accommodation to 100. New Hall of Residence for women accommodating 14, used as an annexe to the main Hall. Conveyance to the College by the City Council of 49 acres of land, including 17 acres of laid-out playing fields. Gymnasium.

- OXFORD UNIVERSITY.—Beginning of the Bodleian Extension Scheme in the provision of the extension to the Radcliffe Science Library. The total estimated cost of the Scheme is £944,000, of which the Rockefeller Foundation is generously contributing three-fifths; the greater part of the remainder has been or is being raised by contributions from Colleges and University bodies, and by private appeal. Purchase of site to provide for future needs of the Science Departments. Extension of the Taylor Institution and the Ashmolean Museum. Lord Nuffield bought the land and buildings of the Radcliffe Observatory, handing over part for the extension of the Radcliffe Infirmary, and part for adaptation and use as an Institute of Clinical Research; the work of adaptation is now in progress. Further generous contributions for the Institute have been forthcoming from a bequest by the late Mrs. Theodore Williams, and from Lord Nuffield.
- READING UNIVERSITY.—New buildings for Geology, Geography and Agricultural Chemistry. Extension of St. George's Hall for women by purchase of an additional house, and purchase of property to provide a new site for St. George's Hall.
- SHEFFIELD UNIVERSITY.—Erection of a Hall of Residence for 60 women students. A Hall of Residence for about 100 men is in process of erection. New Mining Department, the greater part of the cost being met by the Miners' Welfare Fund. A new Students' Union building is nearly complete; the greater part of the cost has been met by a gift from Alderman J. G. Graves.
- SOUTHAMPTON UNIVERSITY COLLEGE.—Completion of a new Hall of Residence for 110 women. Erection of a new Hall of Residence for 135 men. New Library building provided by a bequest from the late Mr. E. T. Sims. New laboratories for Zoology, Geology and Engineering. Acquirement of athletic ground and building of pavilion.
- UNIVERSITY OF WALES.—Additional accommodation for the University Registry.
- ABERYSTWYTH UNIVERSITY COLLEGE.—Land of about 85 acres in extent, near the National Library of Wales, has been conveyed to Trustees for the benefit of the College by an old student, Dr. J. Davies Bryan. The College Council has had a plan prepared for the development of the site by the erection of new College buildings and hostels.
- CARDIFF UNIVERSITY COLLEGE.—Purchase of additional house for the Students' Union, and extensions providing a refectory and other accommodation. By means of a fête and historical pageant held in the grounds of Cardiff Castle, a sum of over £4,000 was raised to meet the purchase price of the house.
- SWANSEA UNIVERSITY COLLEGE.—Erection of pavilion and development of athletic ground.
- ABERDEEN UNIVERSITY.—On the Joint Hospitals site at Forresterhill, the greater part of the new Royal Infirmary buildings has been erected; the plans for new Medical School buildings for Pathology, Bacteriology, Surgery, Medicine and Midwifery are being prepared. Acquirement of properties in Old Aberdeen in order to preserve the amenities of the University, and to provide space for expansion. Completion and equipment of new Elphinstone Hall, adjacent to King's College, with staff room, dining hall, etc. Additional playing fields of 12 acres provided. Purchase of buildings near Marischal College which will eventually provide a new Students' Union for men and women.
- EDINBURGH UNIVERSITY.—Completion of new buildings for Engineering and Geology at King's Buildings, the former out of a bequest from the late Mr. James Sanderson, and the latter from a gift by Sir Alexander Grant. Reconstruction and modernisation of Medical buildings and formation of a Central Medical Library, with the help of gifts from the Rockefeller Foundation, the Trustees of Sir William Dunn, and a bequest from the late Mr. Thomas M'Kie. Extension of University Library. Provision of Hostel for medical students during practical midwifery training. New athletic ground and pavilion for women students. Gymnasium and offices in connection with Physical Welfare Scheme.
- GLASGOW UNIVERSITY.—Completion of spacious new Union for men students, provided from funds raised by a Students' Welfare Scheme, towards which considerable sums were given by the Carnegie Trust for the Universities of Scotland, and other donors. Adaptation of former men's Union for women students. Development of new athletic ground and erection of pavilion in progress.
- ST. ANDREWS UNIVERSITY, INCLUDING DUNDEE UNIVERSITY COLLEGE. ST. ANDREWS.—Restoration of St. Salvator's Chapel. New building for Geology and Botany completed with the help of a grant from the Carnegie Trust for the Universities of Scotland. Rebuilding of laboratories for Chemistry and Physics after a fire. Completion of St. Salvator's Hall for men accommodating 64, with dining and common rooms, etc., for 130. Purchase and adaptation of two properties as supplementary residences for men students, to house 30 in all. Adaptation as a Women's Hall of Residence of a property bequeathed to the University, housing 34 students. Extension and development of the playing fields in progress.

COMPARATIVE STATISTICS. ACADEMIC YEAR 1934-35.
TABLE 1.—HOME AND UNIVERSITY RESIDENCE OF FULL-TIME STUDENTS.(a)

Institution.	Full-time Students.			Home Residence.				University Residence.					
	Men.	Women.	Total.	Within 30 miles.	Other parts of British Isles.	Outside British Isles but within British Empire.	Foreign Countries.	Colleges and Hostels.		Lodgings.		At Home.	
								Men.	Women.	Men.	Women.	Men.	Women.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	
Birmingham University	1,072	450	1,522	1,114	304	28	76	95	96	248	57	729	297
Bristol University*	692	316	1,008	527	431	27	23	203	172	127	—	362	144
Cambridge University†	5,328	507	5,835	15,232		399	204	2,272	437	2,953	48	103	22
Durham University, Armstrong College	634	253	887	781	78	8	22	44	40	99	27	491	186
" " Durham Colleges	387	113	500	240	258	2	—	353	109	18	1	16	3
" " College of Medicine	329	50	379	308	52	9	10	1	—	59	7	269	43
Exeter University College	227	145	372	127	195	31	19	162	112	30	7	35	26
Leeds University	1,250	368	1,618	1,169	350	44	55	195	183	225	17	830	168
Liverpool University	1,605	535	2,140	1,570	459	37	74	91	125	345	40	1,169	370
London University—													
Courtauld Institute of Art	23	38	61	31	11	3	16	—	—	13	18	10	20
Institute of Education§	148	133	281	158	88	26	9	10	7	61	53	77	73
Institute of Historical Research|| ... ..	9	5	14	5	1	—	8	—	1	5	3	4	1
School of Slavonic and East European Studies	1	—	1	—	1	—	—	—	—	1	—	—	—
Bedford College	1	606	607	268	295	18	26	—	236	1	150	—	220
Birkbeck College¶	7	—	7	—	2	1	4	—	—	6	—	1	—
Charing Cross Hospital Medical School	92	3	95	47	27	7	14	—	—	47	—	45	3
College of the Pharmaceutical Society	71	21	92	42	47	2	1	—	—	40	9	31	12
Guy's Hospital Medical School	956	—	956	480	350	86	40	55	—	395	—	506	—
Imperial College of Science and Technology	909	22	931	441	308	117	65	96	—	361	11	452	11
King's College **	1,178	548	1,726	1,035	513	115	63	109	95	385	137	684	316
" " Hospital Medical School	175	51	226	105	83	25	13	33	—	62	26	80	25
" " of Household and Social Science	—	165	165	77	82	6	—	—	85	—	32	—	48
London Hospital Medical College	409	—	409	195	161	41	12	53	—	169	—	187	—
" " School of Medicine for Women	—	358	358	193	137	20	8	—	90	—	110	—	158
Middlesex Hospital Medical School	356	—	356	182	138	23	13	2	—	184	—	170	—
Queen Mary College	420	99	519	343	136	35	5	34	29	89	11	297	59
Royal Dental Hospital School	123	9	132	77	41	10	4	—	—	47	1	76	8
Royal Holloway College... ..	—	208	208	76	130	1	1	—	205	—	—	—	3
St. Bartholomew's Hospital Medical College	788	—	788	335	335	80	33	5	—	448	—	335	—
St. George's Hospital Medical School	94	—	94	32	41	13	8	—	—	62	—	32	—
St. Mary's " " " "	369	—	369	139	163	40	27	—	—	234	—	135	—
St. Thomas's " " " "	494	—	494	222	229	26	17	55	—	205	—	234	—
School of Economics	617	294	911	400	175	137	199	15	5	376	140	226	149
" " Hygiene and Tropical Medicine††	46	9	55	13	21	17	4	—	1	35	6	11	2
" " Oriental Studies††	61	11	72	10	13	42	7	—	—	56	6	5	5
University College	1,348	795	2,143	1,120	583	244	196	49	92	616	259	683	444
" " Hospital Medical School	280	60	340	174	125	33	8	23	1	127	19	130	40
Westfield College	—	142	142	44	90	7	1	—	133	—	—	—	9
Westminster Hospital Medical School	107	1	108	44	51	2	11	—	—	68	—	39	1
Total, London Institutions	9,082	3,578	12,660	6,288	4,377	1,177	818	539	980	4,093	991	4,450	1,607
Manchester University	1,734	634	2,368	1,798	493	26	51	273	218	202	29	1,259	387
" " College of Technology	352	6	358	210	58	39	51	40	—	100	—	212	6
Nottingham University College	512	138	650	363	271	12	4	105	88	207	2	290	48
Oxford University‡‡	3,953	876	4,829	14,271		318	240	2,348	646	1,605	190	—	40
Reading University	293	322	615	181	401	19	14	173	247	63	7	57	68
Sheffield University	643	133	776	545	172	20	39	23	51	207	3	413	79
Southampton University College	273	102	375	200	169	5	1	171	66	1	—	101	36
Total, England	28,366	8,526	36,892	15,421	17,569	2,201	1,701	7,688	3,570	10,582	1,426	10,696	3,530
Aberystwyth University College	583	245	828	143	671	12	2	—	216	535	6	48	23
Bangor " " " "	456	142	598	289	293	7	9	88	107	260	5	108	30
Cardiff " " " "	929	363	1,292	1,111	177	4	—	—	88	264	40	665	235
Swansea " " " "	517	168	685	650	33	2	—	—	38	77	7	440	123
Welsh National School of Medicine	77	20	97	72	19	4	2	—	—	25	7	52	13
Total, Wales	2,562	938	3,500	2,265	1,193	29	13	88	449	1,161	65	1,313	424
Aberdeen University	846	361	1,207	740	435	25	7	—	—	506	188	340	173
Edinburgh University	2,437	915	3,352	1,820	1,104	286	142	194	272	1,067	162	1,176	481
Glasgow University	3,241	1,149	4,390	3,121	1,105	79	85	91	64	623	152	2,527	933
" " Royal Technical College... ..	383	31	414	271	101	29	13	3	—	107	4	273	27
St. Andrews University, including Dundee University College.	571	312	883	543	297	10	33	86	126	252	63	233	123
Total, Scotland	7,478	2,768	10,246	6,495	3,042	429	280	374	462	2,555	569	4,549	1,737
Grand Total, Great Britain	38,406	12,232	50,638	24,181	21,804	5,659	5,194	7,550	4,481	14,298	2,060	16,558	5,691

(a) NOTE.—Full-time students are defined as those attending the Institutions for day courses of University standard extending over at least a full academic year, and devoting their whole working time to their academic studies. The above table is limited to students of this type, but it should be remembered that large numbers of part-time students also attend the Institutions for University courses; the numbers of these students are given in Table 3.

* The figures for this University include the Faculty of Engineering maintained at the Bristol Merchant Venturers' Technical College, for which the University undertook financial responsibility as from 1st August, 1929.

† In addition to these numbers, there were in attendance 169 men and 13 women full-time students, who were not members of the University.

‡ This figure is included in the totals of Col. 5.

§ Students of the Institute taking first degree courses attend for these courses as internal students at one of the Colleges or Schools of the University of London, and are included in the figures of that Institution.

|| In addition to the numbers for this Institute shown in Tables 1 to 4, there were also 101 students working there. These students were studying for higher degrees or doing research work; they were enrolled as students at one of the Colleges or Schools of the University of London or at another University, and have been included in the figures for those Institutions.

¶ This College is primarily intended for evening and other part-time students.

** Statistics of the Theological Department are not included in these Tables.

†† A large number of students at these schools take courses extending over less than a full academic year and they are therefore classed as part-time students, for which see Table 3.

‡‡ In addition to these numbers there were in attendance 30 men and 27 women full-time diploma students, who were not members of the University.

§§ Of the part-time students included in Table 3, there were 773 whose homes were outside the British Isles but within the British Empire, and 972 whose homes were in foreign countries.

TABLE 2.—AGE AT ADMISSION OF FULL-TIME GRADUATING AND

Reference No.	Institution.	Number admitted.						Under 17.		
		Graduating.		Diploma.		Total.		Graduating.		
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	Birmingham University	206	82	34	53	240	135	4	1	
2	Bristol University	148	82	25	3	173	85	—	—	
3	Cambridge University	1,776	156	15	2	1,791	158	1	—	
4	Durham University, Armstrong College ...	167	61	21	11	188	72	4	1	
5	" " Durham Colleges	119	37	1	—	120	37	—	—	
6	" " College of Medicine	48	12	11	1	59	13	2	3	
7	Exeter University College	60	34	39	20	99	54	2	1	
8	Leeds University	277	85	98	18	375	103	3	1	
9	Liverpool University	301	100	71	27	372	127	12	2	
London University—										
10	Courtauld Institute of Art	2	2	6	15	8	17	—	—	
11	Institute of Education	—	—	143	125	143	125	—	—	
12	Institute of Historical Research	—	—	—	—	—	—	—	—	
13	School of Slavonic and East European Studies	—	—	—	—	—	—	—	—	
14	Bedford College	—	177	—	60	—	237	—	—	
15	Birkbeck College*	—	—	—	—	—	—	—	—	
16	Charing Cross Hospital Medical School †	19	—	12	—	31	—	—	—	
17	College of the Pharmaceutical Society ...	3	2	55	14	58	16	—	—	
18	Guy's Hospital Medical School	98	—	73	—	171	—	—	—	
19	Imperial College of Science & Technology ‡	—	—	243	6	243	6	—	—	
20	King's College	355	150	59	15	414	165	11	—	
21	" " Hospital Medical School †	28	8	14	3	42	11	—	—	
22	" " of Household and Social Science	—	66	—	8	—	74	—	—	
23	London Hospital Medical College	79	—	29	—	108	—	1	—	
24	" " School of Medicine for Women	—	73	—	1	—	74	—	—	
25	Middlesex Hospital Medical School	72	—	14	—	86	—	1	—	
26	Queen Mary College	139	20	24	—	163	20	8	—	
27	Royal Dental Hospital School	—	—	33	—	33	—	—	—	
28	Royal Holloway College	—	61	—	—	—	61	—	—	
29	St. Bartholomew's Hospital Med. College	135	—	13	—	148	—	5	—	
30	St. George's Hospital Medical School †	14	—	12	—	26	—	—	—	
31	St. Mary's " " " " " " " "	65	—	27	—	92	—	2	—	
32	St. Thomas's " " " " " " " "	89	—	9	—	98	—	3	—	
33	School of Economics	120	32	113	105	233	137	1	1	
34	" " Hygiene and Tropical Medicine §	—	—	32	5	32	5	—	—	
35	" " Oriental Studies §	13	1	16	1	29	2	—	—	
36	University College	313	191	89	126	402	317	4	—	
37	" " Hosp. Med. School †	54	10	19	5	73	15	—	—	
38	Westfield College	—	47	—	—	—	47	—	—	
39	Westminster Hospital Medical School †	18	—	10	—	28	—	—	—	
40	Total, London Institutions	1,616	840	1,045	489	2,661	1,329	36	1	
41	Manchester University	359	127	131	32	490	159	15	—	
42	" " College of Technology	79	—	13	—	92	—	4	—	
43	Nottingham University College	99	37	101	5	200	42	—	—	
44	Oxford University	1,280	281	14	1	1,294	282	1	—	
45	Reading University	65	59	30	58	95	117	—	—	
46	Sheffield University	141	26	17	2	158	28	1	—	
47	Southampton University College	71	22	9	2	80	24	2	—	
48	Total, England	6,812	2,041	1,675	724	8,487	2,765	87	10	
49	Aberystwyth University College	143	59	8	13	151	72	4	3	
50	Bangor " " " " " " " "	106	28	11	4	117	32	—	—	
51	Cardiff " " " " " " " "	224	85	45	7	269	92	4	2	
52	Swansea " " " " " " " "	104	29	1	—	105	29	1	1	
53	Welsh National School of Medicine †	13	8	11	3	24	11	—	—	
54	Total, Wales	590	209	76	27	666	236	9	6	
55	Aberdeen University	179	89	18	4	197	93	5	3	
56	Edinburgh University	488	218	—	—	488	218	7	—	
57	Glasgow University	740	271	—	—	740	271	29	13	
58	" " Royal Technical College	47	2	65	10	112	12	1	—	
59	St. Andrews University, including Dundee University College.	106	81	12	3	118	84	4	1	
60	Total, Scotland	1,560	661	95	17	1,655	678	46	17	
61	Grand Total, Great Britain	8,962	2,911	1,846	768	10,808	3,679	142	33	

* See Note ¶ to Table 1. † These are Schools for the final medical studies only. ‡ See Note § to Table 3.
 § See Note ¶¶ to Table 1. ¶ The medical students at this School take the final medical studies only.

DIPLOMA STUDENTS ENTERING FOR THE FIRST TIME IN 1934-35.

Under 17.		17 and under 18.				18 and under 19.				19 and over.				Reference No.
Diploma.		Graduating.		Diploma.		Graduating.		Diploma.		Graduating.		Diploma.		
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	
(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	
—	—	48	6	4	—	73	41	12	24	81	34	18	29	1
—	—	14	11	3	—	64	31	3	1	70	40	19	2	2
—	—	58	2	—	—	746	51	—	—	971	103	15	2	3
3	—	31	11	4	8	65	30	7	1	67	19	7	2	4
—	—	1	3	—	—	28	20	—	—	90	14	1	—	5
—	—	18	3	1	—	14	3	3	—	14	3	7	1	6
1	—	4	3	—	1	35	18	8	7	19	12	30	12	7
1	—	50	8	6	1	84	41	17	2	140	35	74	15	8
4	—	46	16	3	3	110	48	23	6	133	34	41	18	9
—	—	—	—	—	—	—	1	—	1	2	1	6	14	10
—	—	—	—	—	—	—	—	—	—	—	—	143	125	11
—	—	—	—	—	—	—	—	—	—	—	—	—	—	12
—	—	—	—	—	—	—	—	—	—	—	—	—	—	13
—	—	—	6	—	1	—	78	—	3	—	93	—	56	14
—	—	—	—	—	—	—	—	—	—	—	—	—	—	15
—	—	—	—	—	—	—	—	—	—	19	—	12	—	16
—	—	—	—	—	—	—	—	—	—	3	2	55	14	17
—	—	25	—	8	—	29	—	19	—	44	—	46	—	18
7	—	—	—	42	1	—	—	88	1	—	—	106	4	19
1	—	40	5	2	1	125	75	14	5	179	70	42	9	20
—	—	—	—	—	—	—	—	—	—	28	8	14	3	21
—	—	—	17	—	1	—	31	—	5	—	18	—	2	22
—	—	1	—	1	—	11	—	7	—	66	—	21	—	23
—	—	—	10	—	1	—	29	—	—	—	34	—	—	24
—	—	7	—	1	—	22	—	3	—	42	—	10	—	25
1	—	12	2	3	—	53	11	5	—	66	7	15	—	26
—	—	—	—	1	—	—	—	11	—	—	—	21	—	27
—	—	—	14	—	—	—	29	—	—	—	18	—	—	28
—	—	26	—	—	—	36	—	2	—	68	—	11	—	29
—	—	—	—	—	—	—	—	—	—	14	—	12	—	30
—	—	6	—	2	—	18	—	4	—	39	—	21	—	31
—	—	14	—	1	—	22	—	2	—	50	—	6	—	32
1	—	8	2	4	—	35	11	2	4	76	18	106	101	33
—	—	—	—	—	—	—	—	—	—	—	—	32	5	34
—	—	—	—	—	—	—	—	—	—	13	1	16	1	35
1	2	33	28	5	15	138	88	8	18	138	75	75	91	36
—	—	—	—	—	—	—	—	4	1	54	10	15	4	37
—	—	—	2	—	—	—	24	—	—	—	21	—	—	38
—	—	—	—	—	—	—	—	—	—	18	—	10	—	39
11	2	172	86	70	20	489	377	169	38	919	376	795	429	40
3	1	55	22	8	1	133	70	11	6	156	35	109	24	41
—	—	13	—	4	—	21	—	2	—	41	—	7	—	42
1	1	8	8	5	2	52	21	8	1	39	8	87	1	43
—	—	38	7	—	—	452	118	—	—	789	156	14	1	44
—	5	9	4	3	19	20	38	12	23	36	17	15	11	45
—	—	15	4	2	—	57	16	8	—	68	6	7	2	46
—	—	8	3	—	—	27	12	2	—	34	7	7	2	47
24	9	588	197	113	55	2,470	935	285	109	3,667	899	1,233	551	48
1	1	16	8	2	2	36	28	2	3	87	20	3	7	49
—	—	7	2	1	1	39	12	1	1	60	14	9	2	50
—	—	28	16	4	1	71	38	11	2	121	29	30	4	51
—	—	12	4	—	—	34	13	1	—	57	11	—	—	52
—	—	—	—	—	—	—	—	—	—	13	8	11	3	53
1	1	63	30	7	4	180	91	15	6	338	82	53	16	54
2	1	51	35	3	—	63	31	5	2	60	20	8	1	55
—	—	90	60	—	—	147	88	—	—	244	70	—	—	56
—	—	208	72	—	—	244	121	—	—	259	65	—	—	57
—	—	4	—	7	2	9	1	9	4	33	1	49	4	58
—	—	26	19	2	1	50	43	5	—	26	18	5	2	59
2	1	379	186	12	3	513	284	19	6	622	174	62	7	60
27	11	1,030	413	132	62	3,163	1,310	319	121	4,627	1,155	1,368	574	61

TABLE 3.—PARTICULARS

Reference No.	Institution.	Full-time Students.										Cols. 7-10 as a Percentage of Total.
		Advanced.				First Degree.		Diploma.		Total.		
		Research.		Others.		Men.	Women.	Men.	Women.	Men.	Women.	
		Men.	Women.	Men.	Women.							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)		
1	Birmingham University	69	9	1	—	805	274	197	*167	1,072	450	76.1
2	Bristol University	51	11	—	—	501	249	140	*56	692	316	80.6
3	Cambridge University	298	31	77	6	4,816	466	137	4	5,328	507	97.6
4	Durham University, Armstrong College	30	1	—	—	505	177	99	75	634	253	80.4
5	" " Durham Colleges ...	6	1	—	—	286	92	95	20	387	113	77.0
6	" " College of Medicine	1	—	—	—	279	48	49	2	329	50	86.5
7	Exeter University College	7	1	3	1	157	92	*60	*51	227	145	70.2
8	Leeds University	60	8	—	—	897	265	293	95	1,250	368	76.0
9	Liverpool University	35	—	—	1	1,177	388	393	146	1,605	535	74.8
	London University—											
10	Courtauld Institute of Art	10	11	—	—	3	3	10	24	23	38	44.3
11	Institute of Education	5	8	—	—	—	—	143	125	148	133	4.6
12	Institute of Historical Research†	9	5	—	—	—	—	—	—	9	5	100.0
13	School of Slavonic and East European Studies.	1	—	—	—	—	—	—	—	1	—	100.0
14	Bedford College	1	30	—	—	—	498	—	78	1	606	87.1
15	Birkbeck College‡	7	—	—	—	—	—	—	—	7	—	100.0
16	Charing Cross Hospital Medical School	—	—	—	—	44	—	48	3	92	3	46.3
17	College of the Pharmaceutical Society	5	—	—	—	6	4	60	17	71	21	16.3
18	Guy's Hospital Medical School ...	—	—	—	—	419	—	537	—	956	—	43.8
19	Imperial College of Science and Tech.	187	5	48	1	—	—	*674	*16	909	22	125.9
20	King's College	110	38	4	—	888	401	176	109	1,178	548	83.5
21	" " Hospital Medical School	—	—	—	—	120	39	85	12	175	51	70.4
22	" " of Household and Social Science.	—	—	—	—	—	147	—	18	—	165	89.1
23	London Hospital Medical College ...	—	—	—	—	258	—	151	—	409	—	63.1
24	" " School of Medicine for Women	—	—	—	—	—	322	—	36	—	358	89.9
25	Middlesex Hospital Medical School ...	—	—	—	—	236	—	120	—	356	—	66.3
26	Queen Mary College	48	2	—	—	348	97	24	—	420	99	95.4
27	Royal Dental Hospital School	—	—	—	—	—	—	123	9	123	9	—
28	Royal Holloway College	—	2	—	—	—	200	—	6	—	208	97.1
29	St. Bartholomew's Hospital Med. Coll.	4	—	27	—	570	—	187	—	788	—	76.3
30	St. George's Hospital Medical School	—	—	—	—	63	—	31	—	94	—	67.0
31	St. Mary's " " " "	7	—	—	—	231	—	131	—	369	—	64.5
32	St. Thomas's " " " "	—	—	—	—	423	—	71	—	494	—	85.6
33	School of Economics	156	22	4	1	339	107	118	164	617	294	69.0
34	" " Hygiene and Tropical Med.§	14	4	—	—	—	—	32	5	46	9	32.7
35	" " Oriental Studies¶	24	6	—	—	16	1	21	4	61	11	65.3
36	University College	184	45	61	13	921	494	182	243	1,348	795	80.2
37	" " Hosp. Med. School	—	—	—	—	192	50	88	10	280	60	71.2
38	Westfield College	—	4	—	—	—	138	—	—	—	142	100.0
39	Westminster Hospital Medical School	2	—	—	—	76	1	29	—	107	1	73.1
40	Total, London Institutions	774	182	144	15	5,153	2,502	3,011	879	9,082	3,578	69.3
41	Manchester University	128	25	5	1	1,197	499	404	109	1,734	634	78.3
42	" " College of Technology	65	4	3	—	235	2	49	—	352	6	86.3
43	Nottingham University College	12	4	—	—	304	112	*196	22	512	138	66.5
44	Oxford University	211	40	32	2	3,509	770	201	64	3,953	876	94.5
45	Reading University	16	6	1	1	185	153	91	162	293	322	58.9
46	Sheffield University	45	2	—	—	474	98	124	33	643	133	79.8
47	Southampton University College ...	7	1	—	—	226	83	40	18	273	102	84.5
48	Total, England	1,815	326	266	27	20,706	6,270	5,579	1,903	28,366	8,526	79.7
49	Aberystwyth University College ...	41	4	—	—	479	184	63	57	583	245	85.5
50	Bangor " "	29	4	—	—	340	95	87	43	456	142	78.3
51	Cardiff " "	26	10	—	—	759	280	144	73	929	363	83.2
52	Swansea " "	33	6	—	—	433	139	51	23	517	168	89.2
53	Welsh National School of Medicine ...	2	2	—	—	39	13	36	5	77	20	57.7
54	Total, Wales	131	26	—	—	2,650	711	381	201	2,562	938	83.4
55	Aberdeen University	14	7	—	—	797	345	35	9	846	361	96.4
56	Edinburgh University	127	20	—	—	2,272	852	38	43	2,437	915	97.6
57	Glasgow University	26	8	—	—	3,198	1,134	17	7	3,241	1,149	99.5
58	" " Royal Technical College	28	1	—	—	144	8	211	22	383	31	43.7
59	St. Andrews University, including Dundee University College	39	5	—	—	504	293	28	14	571	312	95.2
60	Total, Scotland	234	41	—	—	6,915	2,632	329	95	7,478	2,768	95.9
61	Grand Total, Great Britain	2,180	393	266	27	29,671	9,613	6,289	2,199	38,406	12,232	83.2

* Includes figures for Two-Year Teachers' Training Department.

† See Note || to Table 1.

‡ See Note ¶ to Table 1.

§ Of these, 632 were registered internal students of the University of London, proceeding to one of the B.Sc. degrees of the University in addition to the College diploma. Under the arrangement between the University and the College, no further examination in subjects or branches of subjects already covered by the examinations of the University is required for the College diploma of a student who has obtained his University degree.

¶ See Note § to entries in Cols. 7 and 8.

|| See Note ¶¶ to Table 1.

OF STUDENTS.

Cols. 7 & 8 as a percentage of Total.	Part-time Students.														Students taking Courses not of a University Standard.	Students attending Extra-Mural Classes.*	Reference No.	
	Advanced.				First Degree.		Diploma.		Occasional.		Total.		Cols. 13-18 as a percentage of Total.	Cols. 19-22 as a percentage of Total.				
	Research.		Others.		Men. (17)	Women. (18)	Men. (19)	Women. (20)	Men. (21)	Women. (22)	Men. (23)	Women. (24)						
	Men. (13)	Women. (14)	Men. (15)	Women. (16)														
23.9	45	10	—	—	19	5	86	4	55	15	205	34	33.1	66.9	176	1,213	1	
19.4	19	5	—	—	—	—	—	6	16	9	35	20	43.6	56.4	—	1,219	2	
2.4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2,380	3	
19.6	14	4	—	—	26	2	14	1	120	48	174	55	20.1	79.9	304	1,187	4	
23.0	11	—	—	—	12	—	—	—	—	—	11	—	100.0	—	1	601	5	
13.5	—	—	1	1	12	2	7	—	97	5	117	8	12.8	87.2	51	—	6	
29.8	1	—	—	1	9	5	64	30	42	26	116	62	9.0	91.0	113	853	7	
24.0	30	4	—	—	13	—	72	30	147	107	262	141	11.7	88.3	122	1,478	8	
25.2	156	57	16	—	—	—	145	18	41	16	358	91	51.0	49.0	—	1,202	9	
55.7	—	—	—	—	—	—	—	—	9	27	9	27	—	100.0	—	—	2,557	10
95.4	50	26	—	—	—	—	—	16	82	20	86	126	35.8	64.2	—	—	11	
—	3	13	—	—	—	—	—	—	—	—	3	13	100.0	—	—	—	12	
—	4	3	—	—	—	1	—	2	42	26	46	32	10.3	89.7	—	—	13	
12.9	1	19	—	—	—	—	—	1	1	54	2	74	26.3	73.7	—	—	14	
—	118	40	8	1	551	201	26	32	57	42	760	316	85.4	14.6	13	—	15	
53.7	—	—	18	4	—	—	13	—	64	25	95	29	17.7	82.3	—	—	16	
83.7	2	—	—	—	—	—	12	2	13	7	27	9	5.6	94.4	—	—	17	
56.2	—	—	53	4	—	—	7	—	19	—	79	4	68.7	31.3	—	—	18	
74.1	25	7	65	4	—	—	15	2	—	—	105	13	85.6	14.4	—	—	19	
16.5	76	26	—	—	145	68	42	41	80	53	343	188	59.3	40.7	210	—	20	
29.6	—	—	49	4	—	—	1	2	3	—	53	6	89.8	10.2	—	—	21	
10.9	1	3	—	—	—	—	—	—	—	—	1	3	100.0	—	118	—	22	
36.9	2	1	124	1	—	—	42	—	100	3	268	5	46.9	53.1	—	—	23	
10.1	—	—	—	—	—	—	—	6	—	2	—	8	100.0	—	70	—	24	
33.7	—	—	—	—	—	—	139	—	—	—	139	—	—	100.0	—	—	25	
4.6	26	5	—	—	—	—	—	—	1	—	27	5	96.9	3.1	—	—	26	
100.0	—	—	—	—	—	—	2	—	49	—	51	—	100.0	—	—	—	27	
2.9	—	—	—	—	—	—	—	—	—	1	—	1	—	100.0	—	—	28	
23.7	—	—	83	—	15	—	31	—	29	—	158	—	62.0	38.0	—	—	29	
33.0	2	—	7	—	—	—	—	—	—	9	—	—	100.0	—	—	—	30	
35.5	1	—	2	—	2	—	41	—	1	—	47	—	10.6	89.4	—	—	31	
14.4	11	—	18	—	—	—	3	—	23	—	55	—	52.7	47.3	—	—	32	
31.0	107	10	—	—	358	54	59	11	736	206	1,260	281	34.3	65.7	—	—	33	
67.3	5	1	—	—	—	—	95	23	133	8	233	32	2.3	97.7	—	—	34	
34.7	6	—	—	—	2	—	47	11	146	86	201	97	2.7	97.3	6	—	35	
19.8	85	22	43	9	13	2	164	69	283	387	588	489	16.2	83.8	—	—	36	
23.8	45	4	36	6	1	1	9	1	3	1	94	13	86.9	13.1	—	—	37	
—	—	6	—	—	—	—	—	—	—	—	—	6	100.0	—	—	—	38	
26.9	2	—	8	—	—	—	—	—	66	—	76	—	13.2	86.8	—	—	39	
30.7	572	186	514	33	1,087	327	764	285	1,878	946	4,815	1,777	41.2	58.8	417	2,557	40	
21.7	26	1	—	—	82	11	83	17	138	19	329	48	31.8	68.2	320	1,422	41	
13.7	5	—	—	—	—	—	—	—	49	—	54	—	9.3	90.7	5,813	—	42	
33.5	28	2	—	—	73	21	158	16	65	58	324	97	29.5	70.5	1,713	3,674	43	
5.5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,150	44	
41.1	3	2	—	—	—	—	—	—	7	4	10	6	31.3	68.7	718	95	45	
20.2	4	1	1	—	6	1	63	34	127	53	201	89	4.5	95.5	1,907	1,367	46	
15.5	3	2	—	—	31	4	111	11	3	7	148	24	23.3	76.7	740	658	47	
20.3	917	274	532	35	1,358	378	1,567	452	2,785	1,313	7,159	2,452	36.4	63.6	12,395	21,054	48	
14.5	—	—	—	—	—	—	—	—	11	9	11	9	—	100.0	40	757	49	
21.7	1	—	—	—	—	—	19	—	2	13	22	13	2.9	97.1	—	990	50	
16.8	—	—	—	—	8	7	8	4	60	31	76	42	12.7	87.3	—	1,019	51	
10.8	1	—	—	—	8	2	19	—	4	3	32	5	29.7	70.3	—	628	52	
42.3	—	—	—	—	1	—	25	7	69	15	95	22	.9	99.1	44	—	53	
16.6	2	—	—	—	17	9	71	11	146	71	236	91	8.6	91.4	84	3,394	54	
3.6	13	2	—	—	—	—	—	—	41	9	54	11	23.1	76.9	108	499	55	
2.4	64	11	—	—	—	—	14	—	392	69	470	80	13.6	86.4	—	1,630	56	
.5	66	5	—	—	—	—	—	—	430	14	496	19	13.8	86.2	—	1,265	57	
56.3	28	—	—	—	41	5	287	15	1,795	39	2,151	59	3.3	96.7	982	—	58	
4.8	15	5	—	—	—	—	27	21	47	19	89	45	14.9	85.1	1	203	59	
4.1	186	23	—	—	41	5	328	36	2,705	150	3,260	214	7.3	92.7	1,091	3,597	60	
16.8	1,105	297	532	35	1,416	392	1,966	499	5,636	1,534	10,655	2,757	28.2	71.8	13,570	28,045	61	

** These classes in England and Wales were recognised under the Board of Education (Adult Education) Regulations, 1932, and supervised by Universities and University Colleges. The figures are those of students duly registered as regular students for the purpose of those regulations, but some of these classes, particularly the University Extension Courses, are attended also by members of the public other than the regular students.

†† These were students attending Extra-Mural Classes supervised by the University of London.

‡‡ In addition, certain One Year and Terminal Courses in Music were organised by the National Council of Music of the University of Wales.

§§ These figures were supplied by the Scottish Universities as representing students in attendance at Extra-mural Classes; a large number of these Classes were recognised for grant under the Regulations of the Scottish Education Department.

TABLE 4.—FULL-TIME STUDENTS

Reference No.	Institution.	Arts, including Theology, Fine Art, Law, Music, Commerce, Economics and Education.			Pure Science.			Medicine, including Dentistry.		
		Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	Birmingham University	304	314*	618	185	61	246	365	74	439
2	Bristol University	234	192	426	182	53	235	200	71	271
3	Cambridge University	3,087	318	3,405	1,084	165	1,249	457	20	477
4	Durham University, Armstrong Coll.	190	176	366	244	71	315	—	—	—
5	" " Durham Colleges	316	95	411	71	18	89	—	—	—
6	" " College of Med.	—	—	—	—	—	—	329	50	379
7	Exeter University College	135*	121*	256	90	22	112	2	2	4
8	Leeds University	353	230	583	216	62	278	447	73	520
9	Liverpool University... ..	386	303	689	223	81	304	651	130	781
	London University—									
10	Courtauld Institute of Art	23	38	61	—	—	—	—	—	—
11	Institute of Education	148	133	281	—	—	—	—	—	—
12	Institute of Historical Research†	9	5	14	—	—	—	—	—	—
13	School of Slavonic and East European Studies	1	—	1	—	—	—	—	—	—
14	Bedford College	1	419	420	—	187	187	—	—	—
15	Birkbeck College‡	—	—	—	7	—	7	—	—	—
16	Charing Cross Hosp. Med. School	—	—	—	—	—	—	92	3	95
17	College of the Pharmaceutical Soc.	—	—	—	71	21	92	—	—	—
18	Guy's Hospital Medical School ...	—	—	—	—	—	—	956	—	956
19	Imperial College of Science and Technology	—	—	—	390	20	410	—	—	—
20	King's College	487	402	889	275	106	381	302	40	342
21	" " Hosp. Med. School	—	—	—	—	—	—	175	51	226
22	" " of Household and Social Science.	—	—	—	—	165	165	—	—	—
23	London Hospital Medical College	—	—	—	—	—	—	409	—	409
24	" School of Medicine for Women	—	—	—	—	—	—	—	358	358
25	Middlesex Hospital Med. School	—	—	—	—	—	—	356	—	356
26	Queen Mary College	75	44	119	189	54	243	51	1	52
27	Royal Dental Hospital School ...	—	—	—	—	—	—	123	9	132
28	Royal Holloway College... ..	—	133	133	—	75	75	—	—	—
29	St. Bartholomew's Hosp. Med. Coll.	—	—	—	—	—	—	788	—	788
30	St. George's Hospital Med. School	—	—	—	—	—	—	94	—	94
31	St. Mary's " " " "	—	—	—	—	—	—	369	—	369
32	St. Thomas's " " " "	—	—	—	—	—	—	494	—	494
33	School of Economics	615	294	909	2	—	2	—	—	—
34	" " Hygiene and Trop. Med.§	—	—	—	—	1	1	46	8	54
35	" " Oriental Studies§	61	11	72	—	—	—	—	—	—
36	University College	546	558	1,104	419	145	564	169	58	227
37	" " Hosp. Med. Sch.	—	—	—	—	—	—	280	60	340
38	Westfield College	—	110	110	—	32	32	—	—	—
39	Westminster Hospital Med. School	—	—	—	—	—	—	107	1	108
40	Total, London Institutions	1,966	2,147	4,113	1,353	806	2,159	4,811	589	5,400
41	Manchester University	641	400	1,041	455	149	604	503	83	586
42	" College of Technology... ..	—	—	—	—	—	—	—	—	—
43	Nottingham University College ...	204*	190	304	244	33	277	3	1	4
44	Oxford University	3,188	783	3,971	516	73	589	115	18	133
45	Reading University	73	208	281	75	44	119	—	—	—
46	Sheffield University	180	88	268	128	23	151	152	21	173
47	Southampton University College ...	128	81	209	103	21	124	1	—	1
48	Total, England... ..	11,385	5,556	16,941	5,169	1,682	6,851	8,036	1,132	9,168
49	Aberystwyth University College ...	385	166	551	130	55	185	—	—	—
50	Bangor " "	269	124	393	111	17	128	7	1	8
51	Cardiff " "	492	254	746	221	74	295	124	35	159
52	Swansea " "	290	118	408	159	49	208	7	1	8
53	Welsh National School of Medicine	—	—	—	—	—	—	77	20	97
54	Total, Wales	1,436	662	2,098	621	195	816	215	57	272
55	Aberdeen University... ..	284	249	533	60	20	80	404	81	485
56	Edinburgh University	975	686	1,661	192	75	267	1,053	153	1,206
57	Glasgow University	1,617	893	2,510	397	92	489	956	154	1,110
58	" Royal Technical College ...	—	—	—	77	18	95	—	—	—
59	St. Andrews University, including Dundee University College.	201	199	400	142	44	186	190	69	259
60	Total, Scotland... ..	3,077	2,927	5,104	868	249	1,117	2,603	457	3,060
61	Grand Total, Great Britain	15,898	8,245	24,143	6,658	2,126	8,784	10,854	1,646	12,500

* See note * to Table 3.

† See note † to Table 1.

‡ See note ‡ to Table 1.

§ See note § to Table 1.

ARRANGED UNDER FACULTIES.

Technology, including Engineering, Applied Chemistry, Mining, Metallurgy, Architecture, &c.			Agriculture, including Forestry, Horticulture and Dairy Work.			Grand Totals.			Per- centage of Men Students	Per- centage of Women Students	Reference No.
Men. (10)	Women. (11)	Total. (12)	Men. (13)	Women. (14)	Total. (15)	Men. (16)	Women. (17)	Total. (18)			
218	1	219	—	—	—	1,072	450	1,522	70.4	29.6	1
73	—	73	3	—	3	692	316	1,008	68.7	31.3	2
583	3	586	117	1	118	5,328	507	5,835	91.3	8.7	3
159	4	163	41	2	43	634	253	887	71.5	28.5	4
—	—	—	—	—	—	387	113	500	77.4	22.6	5
—	—	—	—	—	—	329	50	379	86.8	13.2	6
—	—	—	—	—	—	227	145	372	61.0	39.0	7
195	1	196	39	2	41	1,250	368	1,618	77.3	22.7	8
345	21	366	—	—	—	1,605	535	2,140	75.0	25.0	9
—	—	—	—	—	—	23	38	61	37.7	62.3	10
—	—	—	—	—	—	148	133	281	52.7	47.3	11
—	—	—	—	—	—	9	5	14	64.3	35.7	12
—	—	—	—	—	—	1	—	1	100.0	—	13
—	—	—	—	—	—	1	606	607	.2	99.8	14
—	—	—	—	—	—	7	—	7	100.0	—	15
—	—	—	—	—	—	92	3	95	96.8	3.2	16
—	—	—	—	—	—	71	21	92	77.2	22.8	17
—	—	—	—	—	—	956	—	956	100.0	—	18
519	2	521	—	—	—	909	22	931	97.6	2.4	19
114	—	114	—	—	—	1,178	548	1,726	68.3	31.7	20
—	—	—	—	—	—	175	51	226	77.4	22.6	21
—	—	—	—	—	—	—	165	165	—	100.0	22
—	—	—	—	—	—	409	—	409	100.0	—	23
—	—	—	—	—	—	—	358	358	—	100.0	24
—	—	—	—	—	—	356	—	356	100.0	—	25
105	—	105	—	—	—	420	99	519	80.9	19.1	26
—	—	—	—	—	—	123	9	132	93.2	6.8	27
—	—	—	—	—	—	—	208	208	—	100.0	28
—	—	—	—	—	—	788	—	788	100.0	—	29
—	—	—	—	—	—	94	—	94	100.0	—	30
—	—	—	—	—	—	369	—	369	100.0	—	31
—	—	—	—	—	—	494	—	494	100.0	—	32
—	—	—	—	—	—	617	294	911	67.7	32.3	33
—	—	—	—	—	—	46	9	55	83.6	16.4	34
—	—	—	—	—	—	61	11	72	84.7	15.3	35
214	34	248	—	—	—	1,348	795	2,143	62.9	37.1	36
—	—	—	—	—	—	280	60	340	82.4	17.6	37
—	—	—	—	—	—	—	142	142	—	100.0	38
—	—	—	—	—	—	107	1	108	99.1	.9	39
952	36	988	—	—	—	9,082	3,578	12,660	71.7	28.3	40
135	2	137	—	—	—	1,734	634	2,368	73.2	26.8	41
352	6	358	—	—	—	352	6	358	98.3	1.7	42
61	4	65	—	—	—	512	138	650	78.8	21.2	43
44	—	44	90	2	92	3,953	876	4,829	81.9	18.1	44
—	—	—	145	70	215	293	322	615	47.6	52.4	45
183	1	184	—	—	—	643	133	776	82.9	17.1	46
41	—	41	—	—	—	273	102	375	72.8	27.2	47
3,341	79	3,420	435	77	512	28,366	8,526	36,892	76.9	23.1	48
—	—	—	68	24	92	583	245	828	70.4	29.6	49
13	—	13	56	—	56	456	142	598	76.3	23.7	50
92	—	92	—	—	—	929	363	1,292	71.9	28.1	51
61	—	61	—	—	—	517	168	685	75.5	24.5	52
—	—	—	—	—	—	77	20	97	79.4	20.6	53
166	—	166	124	24	148	2,562	938	3,500	73.2	26.8	54
46	—	46	52	11	63	846	361	1,207	70.1	29.9	55
137	1	138	80	—	80	2,437	915	3,352	72.7	27.3	56
240	2	242	31	8	39	3,241	1,149	4,390	73.8	26.2	57
306	13	319	—	—	—	383	31	414	92.5	7.5	58
38	—	38	—	—	—	571	312	883	64.7	35.3	59
767	16	783	163	19	182	7,478	2,768	10,246	73.0	27.0	60
4,274	95	4,369	722	120	842	38,406	12,232	50,638	75.8	24.2	61

TABLE 5.—DEGREES AND DIPLOMAS OBTAINED.

Institution.	Degrees.								Diplomas.					
	First Degrees.				Higher Degrees.*		Total.		First Diplomas.		Higher Diplomas.		Total.	
	Honours.		Ordinary.		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
	Men.	Women.	Men.	Women.											(9)	(10)	(11)	(12)	(13)	(14)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
Birmingham University ...	113	41	72	16	35	4	220	61	71	88	—	1	71	89
Bristol University ...	73	47	34	17	20	3	127	67	71	42	—	—	71	42
Cambridge University†§ ...	1,114	145	423	11	156	4	1,693	160	12	4	—	—	12	4
Durham University—														
" " Armstrong College	69	29	80	24	21	3	170	56	52	46	—	—	52	46
" " Durham Colleges	56	16	53	7	17	—	126	23	87	20	—	—	87	20
" " College of Medicine	—	—	44	3	9	1	53	4	15	—	1	—	16	—
Exeter University College...	17	9	8	3	4	1	29	13	46	29	—	—	46	29
Leeds University ...	116	48	80	25	67	7	263	80	142	86	—	—	142	86
Liverpool University ...	143	24	109	80	79	11	331	115	181	88	—	—	181	88
London University—§														
Courtauld Institute of Art ...	1	1	—	—	2	—	3	1	3	4	—	—	3	4
Institute of Education ...	—	—	—	—	6	2	8	2	135	126	—	—	135	126
Institute of Historical Research	—	—	—	—	—	—	—	—	—	—	—	—	—	—
School of Slavonic and East European Studies.	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Bedford College ...	—	106	—	36	—	9	—	151	—	45	—	—	—	45
Birkbeck College ...	32	16	20	14	15	3	67	33	2	4	—	—	2	4
Charing Cross Hosp. Med. School	—	—	1	—	—	—	1	—	19	—	7	2	26	2
College of the Pharmaceutical Soc.	—	—	3	2	—	—	3	2	54	9	—	—	54	9
Guy's Hospital Medical School	1	—	18	—	6	—	25	—	129	—	18	—	147	—
Imperial College of Science & Tech.	138	3	69	1	84	5	291	9	201	4	116	5	317	9
King's College ...	142	75	50	22	44	13	236	110	71	75	—	—	71	75
" " Hosp. Med. School	—	—	15	1	4	1	19	2	38	7	17	3	55	10
" " of Household and Social Science.	—	14	—	20	—	—	—	34	—	5	—	—	—	5
London Hospital Medical College	1	—	7	—	1	—	9	—	64	—	46	—	110	—
" Sch. of Med. for Women	—	1	—	20	—	8	—	29	—	33	—	2	—	35
Middlesex Hospital Med. School	—	—	4	—	—	—	4	—	32	—	—	—	32	—
Queen Mary College ...	51	19	31	8	23	1	105	28	—	—	—	—	—	—
Royal Dental Hospital School	—	—	—	—	—	—	—	—	22	—	—	—	22	—
Royal Holloway College ...	—	48	—	7	—	1	—	56	—	—	—	—	—	—
St. Bartholomew's Hosp. Med. Coll.	1	—	24	—	8	—	33	—	117	—	47	—	164	—
St. George's Hosp. Med. School	1	—	3	—	—	—	4	—	36	—	4	—	40	—
St. Mary's " " "	—	—	8	—	3	1	11	1	40	—	2	—	42	—
St. Thomas's " " "	2	—	14	—	3	—	19	—	76	—	9	—	85	—
School of Economics ...	89	21	40	9	32	8	161	38	6	88	2	—	8	88
" " Hygiene and Trop. Med	—	—	—	—	9	2	9	2	77	10	9	1	86	11
" " Oriental Studies ...	4	1	—	—	10	1	14	2	14	3	—	—	14	3
University College ...	108	76	52	39	65	14	225	129	111	110	13	3	124	113
" " Hosp. Med. Sch	2	—	18	2	11	2	31	4	56	9	18	1	74	10
Westfield College ...	—	32	—	3	—	1	—	36	—	—	—	—	—	—
Westminster Hosp. Med. School	—	—	—	—	2	—	2	—	22	—	3	—	25	—
Total, London Institutions	573	413	377	184	328	72	1,278	669	1,325	532	311	17	1,636	549
Manchester University ...	146	87	134	54	75	7	355	148	114	65	—	—	114	65
" College of Technology	26	—	42	—	12	3	80	3	1	—	2	—	3	—
Nottingham University College ...	63	19	19	2	9	3	91	24	166	19	4	—	170	19
Oxford University§ ...	858	186	123	7	143	13	1,124	206	80	51	—	—	80	51
Reading University ...	41	28	16	16	7	2	64	46	37	76	—	—	37	76
Sheffield University ...	73	15	42	11	20	—	135	26	88	27	—	—	88	27
Southampton University College	27	13	33	9	—	—	60	22	58	16	—	—	58	16
Total, England ...	3,508	1,120	1,689	469	1,002	134	6,199	1,723	2,546	1,189	318	18	2,864	1,207
Aberystwyth University College ...	63	37	42	16	7	1	112	54	76	63	—	—	76	63
Bangor " " "	52	18	42	10	17	3	111	31	47	30	—	—	47	30
Cardiff " " "	74	33	76	30	18	—	168	63	66	46	—	—	66	46
Swansea " " "	50	24	51	17	10	3	111	44	46	22	—	—	46	22
Welsh National School of Medicine	—	—	10	—	—	1	10	1	25	6	—	—	25	6
Total, Wales ...	239	112	221	73	52	8	512	193	260	167	—	—	260	167
Aberdeen University ...	34	19	101	80	13	2	148	101	2	1	—	—	2	1
Edinburgh University ...	95	56	405	166	76	10	576	232	35	25	—	—	35	25
Glasgow University ...	237	57	413	249	50	6	700	312	11	4	—	—	11	4
" Royal Technical College }	54	13	90	60	9	1	153	74	23	16	—	—	23	16
St. Andrews University, including Dundee University College.	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total Scotland ...	420	145	1,009	555	148	19	1,577	719	231	57	22	—	263	57
Grand Total, Great Britain ...	4,167	1,377	2,919	1,097	1,202	161	8,288	2,635	3,037	1,413	350	18	3,387	1,431

* The figures in these columns exclude higher degrees granted without further study, examination or other test subsequent to the first degree.

† The figures for women students in the degree columns relate to titles of degrees conferred by diploma. 62 women students included above satisfied the requirements for the B.A. degree during the year 1934-35, while 83 students also included had fulfilled the requirements prior to that year.

§ The degrees in Medicine and Surgery granted by the Universities of Oxford and Cambridge are included in the figures of these Universities only, but it should be remembered that the greater proportion of the Oxford and Cambridge medical students take their final medical studies at schools of the University of London.

TABLE 6.—DEGREES AND DIPLOMAS OBTAINED ACCORDING TO FACULTIES.

Institution.	Arts, including Theology, Fine Art, Law, Music, Commerce, Economics and Education.		Pure Science.		Medicine, including Dentistry.		Technology, including Engineering, Applied Chemistry, Mining, Metallurgy, Architecture, etc.		Agriculture, including Forestry, Horticulture and Dairy Work.		Total.	
	De-grees.	Dip-lomas.	De-grees.	Dip-lomas.	De-grees.	Dip-lomas.	De-grees.	Dip-lomas.	De-grees.	Dip-lomas.	De-grees.	Dip-lomas.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Birmingham University	118	131	87	—	29	28	47	1	—	—	281	160
Bristol University	88	96	64	—	18	14	24	3	—	—	194	113
Cambridge University*†... ..	1,053	6	496	—	109	3	176	—	19	7	1,853	16
Durham University—												
" " Armstrong College	80	89	103	—	—	—	34	5	9	4	226	98
" " Durham Colleges ...	125	107	24	—	—	—	—	—	—	—	149	107
" " College of Medicine	—	—	—	—	57	16	—	—	—	—	57	16
Exeter University College	21	75	21	—	—	—	—	—	—	—	42	75
Leeds University	153	128	89	43	38	40	55	13	8	4	343	228
Liverpool University	177	150	126	—	70	93	73	26	—	—	446	269
London University—†												
Courtauld Institute of Art	4	7	—	—	—	—	—	—	—	—	4	7
Institute of Education	8	261	—	—	—	—	—	—	—	—	8	261
Institute of Historical Research ...	—	—	—	—	—	—	—	—	—	—	—	—
School of Slavonic and East European Studies.	—	—	—	—	—	—	—	—	—	—	—	—

Bedford College	93	45	58	—	—	—	—	—	—	—	151	45
Birkbeck College	47	6	53	—	—	—	—	—	—	—	100	6
Charing Cross Hospital Med. School	—	—	—	—	1	28	—	—	—	—	1	28
College of the Pharmaceutical Society	—	—	5	63	—	—	—	—	—	—	5	63
Guy's Hospital Medical School ...	—	—	—	—	25	147	—	—	—	—	25	147
Imperial College of Science and Tech.	—	—	165	154	—	—	135	172	—	—	300	326
King's College... ..	208	129	107	—	—	—	31	17	—	—	346	146
" " Hospital Med. School... ..	—	—	—	—	21	65	—	—	—	—	21	65
" " of Household and Social Science.	—	—	34	5	—	—	—	—	—	—	34	5
London Hospital Medical College ...	—	—	—	—	9	110	—	—	—	—	9	110
" School of Med. for Women	—	—	—	—	29	35	—	—	—	—	29	35
Middlesex Hospital Medical School ...	—	—	—	—	4	32	—	—	—	—	4	32
Queen Mary College	38	—	70	—	—	—	25	—	—	—	133	—
Royal Dental Hospital School	—	—	—	—	—	22	—	—	—	—	—	22
Royal Holloway College	33	—	23	—	—	—	—	—	—	—	56	—
St. Bartholomew's Hospital Med. Coll.	—	—	—	—	33	164	—	—	—	—	33	164
St. George's Hospital Medical School	—	—	—	—	4	40	—	—	—	—	4	40
St. Mary's " " " "	—	—	—	—	12	42	—	—	—	—	12	42
St. Thomas's " " " "	—	—	—	—	19	85	—	—	—	—	19	85
School of Economics	198	96	1	—	—	—	—	—	—	—	199	96
" " Hygiene and Tropical Med.	—	—	3	—	8	97	—	—	—	—	11	97
" " Oriental Studies	16	17	—	—	—	—	—	—	—	—	16	17
University College	173	163	145	—	—	—	36	74	—	—	354	237
" " Hospital Med. Sch.	—	—	—	—	35	84	—	—	—	—	35	84
Westfield College	29	—	7	—	—	—	—	—	—	—	36	—
Westminster Hospital Medical School	—	—	—	—	2	25	—	—	—	—	2	25
Total, London Institutions	847	724	671	222	202	976	227	263	—	—	1,947	2,185
Manchester University	273	126	147	—	45	51	38	2	—	—	503	179
" College of Technology	—	—	—	—	—	—	83	3	—	—	83	3
Nottingham University College	50	92	54	61	—	—	11	36	—	—	115	189
Oxford University†	1,016	118	234	5	55	—	9	—	16	8	1,330	131
Reading University	44	92	40	—	—	—	—	—	26	21	110	113
Sheffield University	69	62	44	5	7	8	41	40	—	—	161	115
Southampton University College ...	40	51	27	—	—	—	15	23	—	—	82	74
Total, England	4,154	2,047	2,227	336	630	1,229	833	415	78	44	7,922	4,071
Aberystwyth University College	115	134	41	—	—	—	—	—	10	5	166	139
Bangor " "	94	72	39	—	—	—	3	—	6	5	142	77
Cardiff " "	143	98	76	1	—	—	12	13	—	—	231	112
Swansea " "	82	67	59	—	—	—	14	1	—	—	155	68
Welsh National School of Medicine ...	—	—	—	—	11	31	—	—	—	—	11	31
Total, Wales	434	371	215	1	11	31	29	14	16	10	705	427
Aberdeen University	142	—	30	—	60	3	10	—	7	—	249	3
Edinburgh University	470	33	70	—	208	21	34	1	26	—	808	60
Glasgow University	625	—	101	53	193	15	82	150	11	—	1,012	218
" Royal Technical College	—	—	—	—	—	—	—	—	—	—	—	—
St. Andrews University, including Dundee University College.	99	25	81	—	37	14	10	—	—	—	227	39
Total, Scotland	1,336	63	282	53	498	53	136	151	44	—	2,296	320
Grand Total, Great Britain	5,924	2,481	2,724	390	1,139	1,313	998	580	138	54	10,923	4,818

* See note † to Table 5.

† See note § to Table 5.

TABLE 7.—BRANCHES OF STUDY IN WHICH ADVANCED STUDENTS* WERE ENGAGED.

(The arrangement of this list follows the grouping adopted in Table 3, i.e., first come the subjects which fall within the Arts Group, then Mathematics and the subjects generally grouped as Pure Science, then Medicine and its allied subjects, then the Technological subjects, and last the Agricultural subjects.)

Branches of Study.	Full time Students.		Part-time Students.		Branches of Study.	Full-time Students.		Part-time Students.	
	Men.	Women.	Men.	Women.		Men.	Women.	Men.	Women.
Theology	80	1	39	1	Zoology	61	26	10	14
" and Philosophy ...	—	—	5	—	Principles, History, and Method of Science.	—	—	28	4
Philosophy	29	7	22	1	Natural Sciences (details not given).	9	—	—	—
Psychology	28	17	22	15	Medicine	27	1	193	11
Celtic	—	—	4	—	Surgery	16	—	225	11
Classics	50	11	12	11	Obstetrics and Gynecology	—	1	7	3
Dutch	—	—	1	—	Anæsthetics	2	—	1	—
English	70	41	57	27	Anatomy	3	—	6	—
French	20	19	27	17	Bacteriology	25	7	12	—
German	15	4	15	6	Cancer Research	2	—	2	—
Hebrew	5	—	9	—	" and Tuberculosis	2	—	—	—
" and Egyptian Studies	—	—	1	—	Dental Surgery	—	—	1	—
Italian	—	2	—	2	Dermatology	1	—	—	—
Portuguese	—	—	1	—	Diseases of Children ...	—	—	1	—
Romance Languages ...	2	1	—	—	Embryology	1	—	1	—
Russian	1	—	7	2	Epidemiology and Vital Statistics	2	—	—	—
Spanish	4	1	5	6	Helminthology	—	1	—	—
Welsh	12	1	—	—	Materia Medica	3	—	2	—
Languages (details not given)	15	3	—	—	Orthopaedics	—	—	14	—
African Languages ...	—	1	—	—	Pathology	8	1	23	2
Amharic	1	—	—	—	" and Bacteriology	1	—	1	—
Arabic	4	1	3	—	Pharmacology	6	—	3	—
Chinese	—	1	—	—	Physiology	70	6	16	3
Indo-Aryan	4	—	—	—	Protozoology	—	—	1	—
Marathi	—	1	—	—	Public Health	1	—	—	—
Persian	1	—	1	—	Radiology	—	—	7	—
Other Oriental Studies	13	2	—	—	Therapeutics	1	1	—	—
Phonetics	2	1	2	1	Tuberculosis	1	1	—	—
Philology	1	—	—	—	Veterinary Medicine ...	1	—	—	—
History	144	51	81	60	Aeronautics	19	1	1	—
Geography	20	9	70	15	Architecture	4	2	9	—
Education	26	16	160	46	Building	5	—	—	—
Banking and Currency ...	12	—	19	—	Dyeing	10	—	—	—
Commerce	25	3	9	2	Engineering, General ...	18	—	1	—
Economics	96	6	33	2	" Chemical	40	—	2	—
Industrial Administration	4	—	—	—	" Civil	43	—	10	—
" Relations	1	—	—	—	" Civil & Mechanical	2	—	—	—
International Relations	16	2	3	—	" Electrical	51	1	18	—
Political Science	43	8	11	2	" Mechanical	31	—	16	—
Social Biology	1	1	—	—	Fuel Technology	16	—	1	—
Social Science	13	4	13	3	Glass Technology	4	—	—	—
Statistics	15	5	3	—	Leather Manufacture ...	2	—	1	—
Transport	3	—	3	—	Metallurgy	40	—	8	—
Law	94	3	39	2	Military Studies	1	—	—	—
Music	4	1	8	1	Mining	9	—	1	—
History of Art	9	12	—	—	Naval Architecture ...	—	—	1	—
Anthropology	18	3	2	—	Oil Technology	6	—	1	—
Archæology	5	6	4	3	Photo-Elasticity	—	1	—	—
Egyptology	1	—	2	1	Textiles	18	1	3	—
Ethnology	—	1	—	—	Town Planning	—	—	7	1
Mathematics	81	7	40	7	Agriculture	14	4	3	—
Astronomy	1	—	—	—	Agricultural Bacteriology...	2	3	—	—
Biology	1	1	—	1	" Botany	11	—	—	—
Botany	95	38	23	24	" Chemistry	7	—	—	—
Chemistry	429	27	100	8	" Economics	5	—	—	—
" Applied	48	3	29	1	" Entomology	2	—	—	—
" Bio-Chemistry ...	32	10	5	—	Dairy Bacteriology ...	1	2	2	—
" and Pharmacology	1	—	—	—	Forestry	2	—	—	—
Colloid Science	3	—	—	—	Horticulture	2	—	—	—
Entomology	23	1	7	2	Fisheries	—	—	1	—
Eugenics	1	1	3	—	Total	2,446	420	1,637	332
Genetics	5	4	3	1					
Geology	27	6	9	1					
Mineralogy	5	—	—	—					
Mycology	1	—	1	—					
Natural History	1	1	—	1					
Oceanography	—	—	—	1					
Physics	177	15	79	10					

* See Columns 1-4 and 13-16 of Table 3.

TABLE 8.—MAIN SUBJECTS IN WHICH HONOURS DEGREES WERE OBTAINED.

Main Subjects.	Men.	Women.	Main Subjects.	Men.	Women.
Theology	95	4	Mathematics and Physics ...	24	6
Philosophy	36	8	Biology	8	—
Philosophy and Economics ...	1	—	Botany	43	69
Philosophy, Politics and Economics	92	14	Chemistry... ..	343	48
Philosophy and Psychology ...	1	1	" Applied	25	—
Psychology	2	3	" Bio-Chemistry	8	2
Classics	260	86	Geology	22	1
English	259	247	Geology and Geography	2	—
English and French	6	3	Household and Social Science ...	—	14
English and German	—	1	Physics	154	12
English and History	3	7	Physics and Electrical Engineering	1	—
English and Latin	3	3	Zoology	48	30
English and Philosophy	5	5	B.Sc. General Honours Degrees	311	58
French	153	213	and Natural Sciences (details		
French and German	18	19	not given).		
French and Italian	1	—			
French and Latin	4	7	Medicine	1	—
French and Spanish	2	3	Medicine and Obstetrics	1	—
German	54	35	Surgery	1	—
German and Spanish	1	—	Anatomy	1	—
Hebrew	6	—	Bacteriology	—	2
Hebrew and Arabic	1	—	Dental Surgery	4	—
Italian	—	3	Forensic Medicine and Hygiene	1	—
Spanish	11	2	Obstetrics... ..	1	1
Welsh	18	11	Pathology... ..	1	—
Languages (details not given) ...	111	23	Pharmacology	1	—
Arabic	1	—	Physiology	60	6
Chinese	1	—	Honours Degrees in Medicine and	48	3
Persian	—	1	Surgery (M.B., B.S., etc.)		
Semites	1	—			
History	517	178	Architecture	17	—
Geography	148	92	Dyeing	7	—
Geography and Anthropology ...	2	1	Engineering, General	211	—
Education	5	4	" Civil	58	—
Banking and Currency	23	1	" Electrical	56	—
Commerce	14	—	" Gas... ..	3	—
Economics	106	12	" Marine	1	—
Economics and History	2	—	" Mechanical	38	—
Economics, Politics and History...	—	1	Fuel Technology... ..	1	—
Economics and Psychology	—	1	Metallurgy	20	—
International Relations	2	1	Mining	18	—
Political Science	10	1	Naval Architecture	1	—
Social Science	1	10	Oil Technology	4	—
Social and Political Science	1	—			
Statistics	3	1	Agriculture	1	—
Transport	8	2	Agricultural Botany	6	—
Law	399	16	" Botany and Bac-	2	—
Music	11	4	" teriology.		
Fine Art	1	1	" Chemistry... ..	6	—
History of Art	1	1	" Economics	1	1
Archæology	—	1	" Zoology	1	—
Archæology and Anthropology ...	17	9			
B.A. General Honours Degrees ...	—	2			
Mathematics	189	86			
			Total	4,167	1,377

TABLE 9.—SUMMARY OF INCOME

Reference No.	Institution.	Endowments.				*Donations and Subscriptions.		*Grants from Local Authorities.		Parliamentary			
		Appropriated.	Unappropriated.	Total.	Percentage of Total Income.	Amount.	Percentage of Total Income.	Amount.	Percentage of Total Income.	Treasury.		Board of Education.	Other Government Departments.
										Re-current.	† Non-re-current.			Regulations for Further Education.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)		
1	University of London, its Colleges and Schools.	£ 88,547	£ 66,637	£ 155,184	8·9	£ 72,306	4·2	£ 129,625	7·4	£ 556,000	£ 36	—	£ 23,674
2	Birmingham University ...	16,204	17,839	34,043	15·8	3,977	1·8	29,855	13·8	76,000	506	—	—
3	Bristol University ...	5,496	19,830	25,326	12·9	5,406	2·8	22,908	11·7	56,750	—	—	28,132
4	Cambridge University§ ...	59,361	97,692	157,053	24·3	8,414	1·3	703	·1	107,500	—	—	53,615
5	Durham University ...	—	—	—	—	—	—	—	—	2,000	—	—	—
6	" " Armstrong Coll.	2,685	8,687	11,372	9·4	3,705	3·1	13,929	11·5	44,500	—	2,100	10,126
7	" " Durham Colls.	—	9,120	9,120	18·3	—	—	12,677	25·4	10,000	107	—	—
8	" " Coll. of Medicine	458	1,216	1,674	4·0	306	·7	—	—	9,350	—	—	—
9	Exeter University College ...	1,372	752	2,124	4·5	810	1·7	15,262	32·5	14,500	—	—	—
10	Leeds University ...	5,200	7,358	12,558	4·9	13,508	5·3	50,395	19·7	71,000	—	300	6,864
11	Liverpool University ...	31,757	3,280	35,037	14·1	7,663	3·1	26,758	10·8	86,000	—	—	4,426
12	Manchester University ...	33,188	15,592	48,780	18·2	4,947	1·9	19,105	7·1	81,000	60	—	4,092
13	" College of Technology.	—	—	—	—	115	·1	104,700	71·2	14,500	—	—	—
14	Nottingham University College	1,855	5,102	6,957	7·6	1,590	1·8	22,665	24·9	25,500	—	5,600	—
15	Oxford University§ ...	54,502	92,607	147,109	32·6	3,139	·7	—	—	97,500	1,120	—	26,674
16	Reading University ...	2,629	11,228	13,857	11·7	100	·1	5,623	4·7	35,000	—	1,680	27,621
17	Sheffield University ...	2,798	5,408	8,206	5·5	9,977	6·7	32,101	21·6	50,500	73	—	—
18	Southampton Univ. College ...	—	995	995	2·0	700	1·4	15,795	32·0	15,000	—	2,950	—
19	Total, England ...	306,052	363,343	669,395	13·8	136,663	2·8	502,101	10·3	1,352,600	1,902	12,630	185,224
20	University of Wales, its Constituent Colleges and the Welsh National School of Medicine.	12,010	10,124	22,134	6·1	4,305	1·2	58,113	16·0	139,000	56	—	38,141
21	Aberdeen University ...	22,487	—	22,487	18·4	1,000	·8	16,000	4·9	55,000	—	—	728
22	Edinburgh University ...	39,617	13,096	52,713	18·5	8,958	3·1	110,800	3·8	95,000	499	—	4,666
23	Glasgow University ...	37,281	7,210	44,491	17·2	4,433	1·7	18,700	3·4	88,000	23	—	—
24	" Royal Technical College	5,481	4,221	9,702	13·3	5,165	7·1	88,179	11·2	16,250	—	—	16,701
25	St. Andrews University, including Dundee University College.	18,878	6,105	24,983	22·0	1,675	1·5	14,500	4·0	52,500	—	—	—
26	Total, Scotland ...	123,744	30,632	154,376	18·1	21,231	2·5	38,179	4·5	306,750	522	—	22,089
27	Grand Total, Great Britain	441,806	404,099	845,905	13·9	162,199	2·7	598,393	9·9	1,798,350	2,480	12,630	245,454

* Excluding amounts for the remission of fees. (Total of these appears in Column 16.)

† Non-recurrent grant is included here only so far as it appears in the ordinary revenue account of the Institution.

‡ In addition, the Government also provides the Central Offices of the University with accommodation in the Imperial Institute, South Kensington, free of rates and taxes, and the greater part of the cost of maintenance of the buildings is also borne by the Government.

§ The figures for this University do not include the accounts of the Colleges. The contributions from the Colleges to the University are included in Column 2.

|| A considerable part of this sum is payment for work below University standard, and as such is allowed by the Board of Education to rank in due course for grant from the Board under their Regulations. If it were possible to include the Board's grant in the above figures, the percentage in column 14 would be very considerably increased, and that in column 8 correspondingly diminished. The Manchester College of Technology is controlled by the Local Education Authority.

¶ A part of this sum is payment for work below University standard undertaken by the University on behalf of the Local Education Authority responsible for the provision of technical education in its area, and as such is allowed by the Board of Education to rank in due course for grant from the Board under their Regulations.

FOR THE YEAR 1934-35.

Grants.		Tuition Fees (including Board of Education Tuition Grants for Teachers in Training).					Examination, Graduation, Matriculation and Registration Fees.		Other Income.					Total Income.	Reference No.
Total.	Per- centage of Total Income.	Board of Education for Teachers in Training.	Re- mitted.	Other.	Total.	Per- centage of Total Income.	Amount.	Per- centage of Total Income.	Income from Local Authorities, &c. for Services Rendered.	Grants from Sub- sidiary Accounts (Hostels, &c.)	Other.	Total.	Per- centage of Total Income.		
(15)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	
£ 579,710	33.3	£ 28,598	£ 258	£ 492,943	£ 521,799	29.9	£ 146,180	8.4	£ 35,994	£ 4,649	£ 97,283	£ 137,926	7.9	£ 1,742,730	1
76,506	35.5	10,303	2,356	38,070	50,729	23.5	10,785	5.0	7,836	—	2,000	9,836	4.6	215,731	2
84,882	43.4	10,211	—	22,040	32,251	16.5	6,962	3.6	6,122	—	11,749	17,871	9.1	195,606	3
161,115	25.0	5,524	—	167,688	**173,212	26.8	78,641	12.2	9,797	5	56,780	66,582	10.3	645,720	4
2,000	11.4	—	—	—	—	—	10,518	59.8	—	—	5,067	5,067	28.8	17,585	5
56,726	46.8	9,633	190	20,874	30,697	25.3	1,721	1.4	42	267	2,720	3,029	2.5	121,179	6
10,107	20.3	3,086	—	9,674	12,760	25.6	1,373	2.7	—	1,458	2,366	3,824	7.7	49,861	7
9,350	22.2	—	—	14,841	14,841	35.2	453	1.1	10,921	—	4,607	15,528	36.8	42,152	8
14,500	30.9	6,790	—	6,183	12,973	27.7	1,251	2.7	—	—	—	—	—	46,920	9
78,164	30.6	12,469	233	48,026	60,728	23.7	7,635	3.0	32,535	—	306	32,841	12.6	255,829	10
90,426	36.4	9,939	—	60,658	70,597	28.4	11,165	4.5	1,226	—	5,489	6,715	2.7	248,361	11
85,152	31.7	14,351	—	57,565	71,916	26.8	13,005	4.8	19,069	1,845	4,583	25,497	9.5	268,402	12
14,500	9.8	—	—	22,471	22,471	15.3	552	4	827	—	3,860	4,687	3.2	147,025	13
31,100	34.1	5,781	—	18,392	24,173	26.5	1,867	2.1	105	137	2,492	2,734	3.0	91,086	14
125,294	27.7	9,859	—	36,478	††46,337	10.2	82,539	18.3	1,882	—	45,457	47,339	10.5	451,757	15
64,301	54.2	7,342	1,072	13,809	22,223	18.7	3,379	2.9	6,775	776	1,535	9,086	7.7	118,569	16
50,573	34.0	7,491	113	21,636	29,240	19.7	6,019	4.0	10,940	—	1,690	12,630	8.5	148,746	17
17,950	36.3	6,777	1,255	4,931	12,963	26.2	585	1.2	—	333	113	446	9	49,434	18
1,552,356	32.0	148,154	5,477	1,056,279	1,209,910	24.9	384,630	7.9	144,071	9,470	248,097	401,638	8.3	4,856,693	19
177,197	48.6	24,803	1,946	48,047	74,796	20.5	16,494	4.5	611	35	10,595	11,241	3.1	364,280	20
55,728	45.6	—	—	23,779	23,779	19.4	8,983	7.4	1,951	—	2,361	4,312	3.5	122,289	21
100,159	35.2	—	—	73,497	73,497	25.8	28,152	9.9	4,886	—	5,587	10,473	3.7	284,752	22
88,023	34.0	—	—	77,991	77,991	30.2	33,234	12.9	—	—	1,597	1,597	6	258,469	23
32,951	45.3	—	91	16,239	16,330	22.5	68	1	290	—	51	341	5	72,736	24
52,500	46.3	—	—	19,520	19,520	17.2	7,309	6.4	2,225	—	720	2,945	2.6	113,432	25
329,361	38.7	—	91	211,026	211,117	24.8	77,746	9.1	9,352	—	10,316	19,668	2.3	851,678	26
2,058,914	33.9	172,957	7,514	1,315,352	1,495,823	24.6	478,870	7.9	154,034	9,505	269,008	432,547	7.1	6,072,651	27

** The whole of the students' fees for formal teaching are paid over to the University.

†† A large part of the students' fees for formal teaching is paid to the Colleges, and is therefore not included in this figure.

‡‡ Under the Education and Local Taxation (Scotland) Act, 1892, a sum of £30,000 was paid annually to the Scottish Universities out of the Local Taxation (Scotland) Account, and the share assigned to each—Aberdeen £6,000, Edinburgh £10,800, Glasgow £8,700, St. Andrews £4,500—was returned under the heading "Grants from Local Authorities" up to and including the academic year 1928-29. With the passing of the Local Government (Scotland) Act, 1929, which enacted that the sum previously paid out of the Local Taxation Account should as from the 1st April, 1930, be voted annually by Parliament, and the ultimate absorption of the £30,000 in the Treasury Grant distributed on the recommendation of the University Grants Committee, this sum has since the year 1928-29 been included in the above Table under the heading of "Parliamentary Grants". The Act of 1929, however, only altered the channel by which this money reached the Scottish Universities, and it has been considered appropriate in the circumstances to restore the £30,000 to its original classification under "Grants from Local Authorities".

§§ Minimum sum paid from Education (Scotland) Fund in lieu of former contributions by town and county councils.

φ Includes £42,000 paid under the Universities (Scotland) Act, 1889.

TABLE 9A.—SUMMARY OF INCOME FOR THE YEAR 1934-35 FOR OF LONDON

Reference No.	Institution.	Endowments.			Donations and Subscriptions.	Grants from Local Authorities.	Parliamentary	
		Appropriated.	Unappropriated.	Total.			* Treasury.	
							(1)	(2)	(3)	(4)	(5)	Recurrent.	Non-recurrent
		£	£	£	£	£	£	£
1	University of London	20,415	5,480	25,895	3,727	129,625	*556,000	—
2	University of Wales	480	1,450	1,930	470	52,503	139,000	—

Reference No.	Institution.	Endowments.			† Donations and Subscriptions.	‡ Grants from Local Authorities. (Wales.)	§ Grants from Central University Authorities.	Parliamentary	
		Appropriated.	Unappropriated.	Total.				† Treasury Non-recurrent.	Other Government Departments.
		£	£	£	£	£	£	£	
3	University of London— Courtauld Institute of Art	2,030	—	2,030	2,528	—	1,000	—	
4	Institute of Education	—	—	—	—	—	3,965	—	
5	Institute of Historical Research	124	—	124	601	—	4,987	1	
6	School of Slavonic and East European Studies.	—	—	—	474	—	4,286	—	
7	Bedford College	60	5,197	5,257	25	—	41,853	—	
8	Birkbeck College... ..	36	1,000	1,036	500	—	40,869	—	
9	Charing Cross Hospital Medical School	—	—	—	35	—	2,100	—	
10	College of the Pharmaceutical Society	—	—	—	7,784	—	650	—	
11	Guy's Hospital Medical School	2,240	7,883	10,123	—	—	6,800	—	
12	Imperial College of Science and Tech. ...	2,968	6,340	9,308	11,100	—	126,415	18,334	
13	King's College	3,021	825	3,846	5,944	—	64,956	—	
14	" Hospital Medical School	131	909	1,040	—	—	2,950	—	
15	" " of Household and Social Science.	9	1,791	1,800	2	—	10,344	20	
16	London Hospital Medical College	858	26	884	300	—	14,850	—	
17	" School of Medicine for Women	63	2,808	2,871	23	—	14,250	—	
18	Middlesex Hospital Medical School	4,466	1,849	6,315	207	—	7,250	—	
19	Queen Mary College	—	10,084	10,084	—	—	31,036	—	
20	Royal Dental Hospital School	—	236	236	500	—	1,750	—	
21	Royal Holloway College¶	—	3,498	3,498	—	—	9,336	—	
22	St. Bartholomew's Hosp. Med. College	53	1,002	1,055	4,478	—	18,300	—	
23	St. George's Hospital Medical School ...	—	704	704	—	—	950	—	
24	St. Mary's " " " "	—	550	550	8	—	11,210	—	
25	St. Thomas' " " " "	1,100	233	1,333	—	—	11,800	—	
26	School of Economics	10,634	7,231	17,865	18,521	—	51,681	198	
27	" " Hygiene and Tropical Med. ...	4,861	5,005	9,866	9,925	—	40,000	5,142	
28	" " Oriental Studies	85	1,838	1,923	6,111	—	15,933	4	
29	University College	39,945	—	39,945	2,921	—	104,418	11	
30	" " Hosp. Med. School	9,676	1,384	11,060	—	—	15,500	—	
31	Westfield College	46	905	951	—	—	9,932	—	
32	Westminster Hospital Medical School	—	—	—	—	—	550	—	
	University of Wales—								
33	Aberystwyth University College	5,563	312	5,875	1,213	**559	39,559	24,540	
34	Bangor " "	1,516	4,170	5,686	104	**1,464	32,492	19	
35	Cardiff " "	2,326	348	2,674	422	**3,469	51,951	2,690	
36	Swansea " "	—	3,844	3,844	2,096	**118	34,517	37	
37	Welsh National School of Medicine	2,125	—	2,125	—	—	16,983	—	

* See Note † to Table 9.

† Non-recurrent grant is included here only so far as it appears in the ordinary revenue account of the Institution.

‡ Excluding amounts for the remission of fees. (Total of these appears in Column 11.)

§ These grants are made from the Treasury Recurrent Grants and the Grants from Local Authorities which are paid over to the Central University Authorities of London and Wales for distribution between the various constituent elements of these Universities.

¶ This sum includes a non-recurrent grant of £1,000.

¶ Owing to the special circumstances of this College, complete figures for the income and expenditure on tuition as distinct from residence can be given as approximations only.

** These Colleges receive certain special grants direct from Local Authorities, which are additional to the general grants paid by the Local Authorities of Wales and Monmouthshire to the University in support of the University and its Colleges.

THE INSTITUTIONS COMPRISED WITHIN THE UNIVERSITIES
AND WALES.

Grants.	Examination, Graduation, Matriculation, and Registration Fees.	Other Income.				Total Income.	Reference No.
		Income from Local Authorities, etc., for Services Rendered.	Grants from Subsidiary Accounts (Hostels, etc.).	Other.	Total.		
Total.		(10)	(11)	(12)	(13)	(14)	
(8)	(9)	(10)	(11)	(12)	(13)	(14)	
£	£	£	£	£	£	£	
556,000	143,480	—	—	69,864	69,864	928,591	1
139,000	12,264	—	—	3,341	3,341	209,508	2

Grants.	Tuition Fees (including Board of Education Tuition Grants for Teachers in Training).				Examina- tion, Graduation, Matricula- tion and Registration Fees.	Other Income.				Total Income.	Reference No.
	Board of Education for Teachers in Training.	Re- mitted.	Other.	Total.		Income from Local Authorities, etc., for Services Rendered.	Grants from Subsidiary Accounts (Hostels, etc.).	Other.	Total.		
Total.											
(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	
£	£	£	£	£	£	£	£	£	£	£	
—	—	—	1,989	1,989	—	—	—	363	363	7,910	3
—	7,705	—	9,013	16,718	73	—	—	14	14	20,770	4
1	—	—	68	68	—	223	—	238	461	6,242	5
—	—	—	537	537	—	—	—	1,506	1,506	6,803	6
—	4,063	—	21,092	25,155	400	—	1,357	992	2,349	75,039	7
—	—	—	7,509	7,509	39	—	—	12	12	49,965	8
—	—	—	3,638	3,638	—	1,131	—	175	1,306	7,079	9
—	—	—	3,495	3,495	—	3,915	16	—	3,931	15,860	10
—	—	—	42,266	42,266	—	—	—	117	117	59,306	11
18,334	420	—	45,777	46,197	782	2,642	—	1,250	3,892	216,028	12
—	9,913	—	57,210	67,123	284	75	—	1,087	1,162	143,315	13
—	—	—	6,774	6,774	—	—	—	114	114	10,878	14
20	95	—	12,565	12,660	185	—	894	237	1,131	26,142	15
—	—	—	18,456	18,456	—	1,000	—	231	1,231	35,721	16
—	—	—	17,364	17,364	—	3,119	102	4	3,225	37,733	17
—	—	—	14,568	14,568	—	20,643	—	—	20,643	48,983	18
—	693	—	9,997	10,690	—	22	—	209	231	52,091	19
—	—	—	6,475	6,475	—	—	—	134	134	9,095	20
—	823	—	9,243	10,066	175	—	—	26	26	23,101	21
—	—	—	30,587	30,587	—	105	—	2,525	2,630	57,050	22
—	—	—	2,725	2,725	—	1,052	—	7	1,059	5,438	23
—	—	—	11,511	11,511	—	—	—	—	—	23,279	24
—	—	—	21,822	21,822	—	53	—	625	678	35,633	25
198	575	—	35,892	36,467	—	823	—	1,527	2,350	127,082	26
5,142	—	258	5,451	5,709	—	1,191	—	—	1,191	71,923	27
4	—	—	4,518	4,518	59	—	—	2,237	2,237	30,785	28
11	3,446	—	76,385	79,831	523	—	—	10,102	10,102	237,751	29
—	—	—	7,624	7,624	—	—	—	4,397	4,397	38,581	30
—	865	—	4,585	5,450	180	—	2,280	38	2,318	18,831	31
—	—	—	3,807	3,807	—	—	—	55	55	4,412	32
24,540	6,922	—	10,527	17,449	—	110	35	2,776	2,921	92,116	33
10,930	6,286	—	5,855	12,141	577	—	—	1,583	1,583	64,977	34
2,690	8,735	1,726	17,105	27,566	2,601	501	—	2,614	3,115	94,488	35
37	2,860	220	13,088	13,168	924	—	—	107	107	54,811	36
—	—	—	4,472	4,472	128	—	—	174	174	23,882	37

TABLE 10.—SUMMARY OF EXPEN

Reference No.	Institution.	Administration.				Departmental Maintenance.					Mainten		
		Salaries, including Payments for Superannuation. (1)	Other Expenditure. (2)	Total. (3)	Percentage of Total Expenditure. (4)	Salaries of Teaching Staff, including Payments for Superannuation. (5)	Departmental and Laboratory Maintenance. (6)	Li- braries. (7)	General Mu- seums and Observa- tories. (8)	Total. (9)	Percentage of Total Expenditure. (10)	Rates, Taxes and Insurance. (11)	H. Li a W. (12)
1	Birmingham University ...	11,262	3,683	14,945	6.9	109,500	33,398	7,622	—	150,520	69.8	5,542	—
2	Bristol University ...	11,381	4,169	15,550	7.9	92,756	23,912	5,215	—	121,883	62.0	4,433	—
3	Cambridge University* ...	30,190	9,899	40,089	6.2	289,182	91,502	32,882	6,611	420,177	65.0	15,725	—
4	Durham University ...	1,407	1,044	2,451	13.9	—	—	—	—	—	—	—	—
5	" " Armstrong College	5,810	1,720	7,530	6.2	76,280	14,648	4,057	—	94,985	78.5	2,561	—
6	" " Durham Colleges	1,640	2,256	3,896	8.3	24,927	2,519	2,371	435	30,252	64.6	1,072	—
7	" " College of Medicine	1,488	620	2,108	5.1	19,941	5,575	550	523	26,589	64.4	872	—
8	Exeter University College ...	4,653	1,359	6,012	12.8	26,465	2,722	1,117	76	30,380	64.9	969	—
9	Leeds University ...	12,378	3,434	15,812	6.2	135,775	37,694	6,020	—	179,489	69.9	5,553	—
10	Liverpool University ...	11,851	3,549	15,400	6.3	138,386	31,120	7,887	—	177,393	72.8	6,625	—
11	London University ...	51,242	20,973	72,215	32.8	—	—	7,791	621	7,791	3.5	412	—
12	Courtauld Institute of Art ...	939	451	1,390	15.9	5,036	—	1,663	—	6,699	76.7	—	—
13	Institute of Education ...	1,748	469	2,217	11.7	9,410	220	308	—	9,938	52.5	1,272	—
14	Institute of Historical Research	1,649	242	1,891	26.4	—	—	1,217	—	1,217	17.0	414	—
15	School of Slavonic and East European Studies.	473	179	652	9.6	4,646	—	407	—	5,053	74.8	58	—
16	Bedford College ...	5,301	1,557	6,848	9.3	39,756	4,179	3,769	—	47,704	63.5	2,873	—
17	Birkbeck College... ..	4,814	1,016	5,830	11.1	28,040	3,222	2,351	—	33,613	63.9	1,418	—
18	Charing Cross Hosp. Med. School	817	261	1,078	15.8	1,860	33	212	30	2,135	31.4	437	—
19	College of the Pharmaceutical Soc.	935	113	1,048	6.6	8,310	4,331	—	—	12,641	79.7	696	—
20	Guy's Hospital Medical School	3,088	1,644	4,732	9.0	28,880	8,115	919	823	38,742	74.0	900	—
21	Imperial College of Science & Tech.	12,003	4,773	16,776	7.8	104,519	38,530	1,390	—	144,439	67.2	13,666	—
22	King's College	10,604	1,719	12,323	8.6	77,003	13,379	3,853	—	94,235	65.8	3,188	—
23	" " Hosp. Med. School	1,359	366	1,725	15.9	3,171	1,382	411	644	5,608	51.5	226	—
24	" " of Household and Social Science.	1,655	340	1,995	8.0	11,964	4,312	320	—	16,696	67.0	1,378	—
25	London Hospital Med. College...	2,948	1,102	4,050	11.8	19,066	4,181	485	699	24,431	71.5	602	—
26	" Sch. of Med. for Women	1,868	569	2,437	6.6	21,178	6,865	320	—	28,363	76.0	930	—
27	Middlesex Hospital Med. School	1,309	1,485	2,794	6.2	20,000	13,083	683	162	33,928	75.4	418	—
28	Queen Mary College	4,430	964	5,394	10.6	30,190	4,902	1,390	—	36,482	71.6	1,208	—
29	Royal Dental Hospital School ...	651	464	1,115	12.5	4,840	468	60	79	5,447	60.8	201	—
30	Royal Holloway College	1,130	262	1,392	5.5	13,840	1,313	700	—	15,853	62.3	1,099	—
31	St. Bartholomew's Hosp. Med. Coll.	2,285	839	3,124	6.1	27,879	6,340	513	1,378	36,110	70.8	1,603	—
32	St. George's Hosp. Med. School	592	239	831	15.8	1,732	1,923	351	—	3,986	75.9	—	—
33	St. Mary's " " "	866	625	1,491	7.0	12,386	2,483	413	—	15,282	71.4	262	—
34	St. Thomas's " " "	2,355	1,058	3,413	9.3	19,003	4,437	411	—	23,851	64.7	595	—
35	School of Economics	10,301	2,073	12,374	9.7	65,293	7,639	11,440	—	84,372	66.5	4,540	—
36	" " Hygiene & Trop. Med.	5,459	1,025	6,484	8.7	36,520	15,891	2,691	2,460	57,562	77.1	1,599	—
37	" " Oriental Studies	3,125	1,234	4,359	13.8	21,822	—	2,442	—	24,264	77.2	972	—
38	University College	14,435	4,063	18,498	7.8	128,575	29,120	8,037	200	165,932	70.0	7,807	—
39	" " Hosp. Med. School	2,211	724	2,935	7.6	22,810	4,264	537	873	28,484	73.8	1,390	—
40	Westfield College	1,708	608	2,316	13.4	9,482	272	705	—	10,459	60.6	356	—
41	Westminster Hosp. Med. School	548	198	746	17.4	1,025	538	33	63	1,659	38.6	110	—
42	Total, London Institutions ...	152,938	51,635	204,573	12.0	778,216	181,422	55,201	8,037	1,022,876	60.0	50,624	49
43	Manchester University	12,042	4,782	16,824	6.3	137,550	46,181	8,658	2,128	194,517	72.4	5,507	—
44	" " College of Technology	7,275	1,733	9,008	6.1	64,254	18,498	985	—	83,737	57.0	8,822	—
45	Nottingham University College ...	4,787	2,098	6,885	7.7	45,678	7,033	2,762	—	55,473	62.2	3,629	—
46	Oxford University*	14,766	9,799	24,565	5.6	193,975	43,708	36,330	11,749	285,762	65.2	8,201	—
47	Reading University	9,621	2,502	12,123	10.3	60,776	20,039	4,243	—	85,058	72.1	3,191	—
48	Sheffield University	8,785	2,741	11,526	8.0	80,612	18,009	3,626	—	102,247	70.5	4,558	—
49	Southampton University College...	4,132	1,263	5,395	10.3	30,350	2,720	1,625	—	34,695	66.3	1,182	—
50	Total, England	306,406	108,286	414,692	8.6	2,304,623	580,700	181,151	29,539	3,096,033	64.6	129,377	131
51	University of Wales	5,497	1,594	7,091	21.6	—	—	—	—	—	—	191	—
52	Aberystwyth University College	6,102	1,506	7,608	8.4	55,265	9,424	2,390	303	67,382	74.8	1,171	—
53	Bangor " " "	5,310	1,292	6,602	10.1	39,310	6,574	2,807	80	48,771	74.6	1,464	—
54	Cardiff " " "	6,282	1,483	7,765	8.4	55,933	8,400	2,850	—	67,183	72.9	1,663	—
55	Swansea " " "	5,041	1,168	6,209	11.5	33,061	4,761	1,849	—	39,671	73.2	1,033	—
56	Welsh National School of Medicine	1,600	552	2,152	9.3	15,841	3,422	346	—	19,609	84.9	61	—
57	Total, Wales	29,832	7,595	37,427	10.5	199,410	32,581	10,242	383	242,616	67.8	5,583	9
58	Aberdeen University	3,920	2,879	6,808	5.6	72,809	7,727	5,538	117	86,191	70.5	1,957	—
59	Edinburgh University	12,530	7,298	19,828	6.9	174,353	28,091	13,009	—	216,353	74.7	6,509	—
60	Glasgow University	13,405	7,019	20,424	7.8	138,572	17,395	11,141	2,973	190,081	73.0	5,004	—
61	" " Royal Technical College...	4,722	1,633	6,355	8.7	45,053	6,602	1,889	—	53,544	73.6	2,921	—
62	St. Andrews University, including Dundee University College.	6,201	3,844	10,045	8.8	66,283	11,286	5,814	—	83,383	73.0	2,906	—
63	Total, Scotland	40,787	22,673	63,460	7.4	517,070	72,001	37,391	3,090	629,552	73.3	19,297	2
64	Grand Total, Great Britain ...	377,026	138,554	515,579	8.6	3,021,103	685,282	228,784	33,032	3,968,201	66.0	154,257	16

* See first sentence of Note § to Table 9.

† See Note ¶ to Table 9A.

‡ The Library and Museum of the Pharmaceutical Society do not form part of the College, but students have free access to them.

TURE FOR THE YEAR 1934-35.

of Premises.				Other Expenditure.											Total Expenditure.	Reference No.
Repairs and Maintenance of Buildings.	Wages of Porters and Attendants.	Total.	Percentage of Total Expenditure.	Pensions met from General Income for Retired Members of Staff.	Examinations.	Capital Expenditure met from Income.	Rents, etc.	Interest on Overdrafts, Mortgages, etc.	Fellowships, Scholarships, Prizes, etc. §	Grants to Student Societies. ||	Grants to Subsidiary Accounts (Hostels, etc.).	Other.	Total.	Percentage of Total Expenditure.		
(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	
£ 9,327	£ 2,734	£ 24,431	11.4	£ 1,002	£ 3,980	£ 7,834	—	—	£ 1,532	£ 5,205	£ 592	£ 5,515	£ 25,060	11.9	£ 215,550	1
9,821	2,132	21,857	11.1	911	5,320	5,121	2,166	1,192	1,518	643	—	20,346	37,217	19.0	196,507	2
12,226	8,022	49,949	7.7	1,923	25,305	45,730	1,526	—	—	—	—	61,749	136,238	21.1	646,444	3
16	10	58	.3	—	4,147	—	—	—	—	—	—	10,929	15,076	85.8	17,585	4
2,103	2,761	10,142	8.4	—	186	2,868	—	1,408	1,485	—	268	2,197	8,412	6.9	121,069	5
638	585	2,954	6.3	595	1,297	5,013	—	234	1,616	98	—	908	9,761	20.8	46,863	6
804	353	2,998	7.2	514	—	7,000	984	142	163	5	—	809	9,617	23.3	41,312	7
1,660	1,346	4,683	10.0	—	305	889	367	1,103	597	125	1,156	1,234	5,776	12.3	46,851	8
12,412	2,379	28,096	10.9	1,000	2,788	14,674	10	6,773	617	660	—	6,991	33,513	13.0	256,910	9
12,502	2,768	28,055	11.5	1,124	4,340	10,500	685	188	1,150	1,213	—	3,687	22,887	9.4	243,735	10
6,063	6,117	13,517	16.2	766	73,324	178	515	—	2,871	4,544	655	43,529	126,382	57.5	**219,905	11
158	150	449	5.1	—	14	—	187	—	—	—	—	—	201	2.3	8,739	12
667	335	2,814	14.9	—	20	—	3,215	—	—	—	—	711	3,946	20.9	18,915	13
377	292	1,323	18.5	—	—	—	—	—	—	—	—	2,727	2,727	38.1	7,158	14
153	—	303	4.5	—	—	—	125	—	100	—	—	527	752	11.1	6,760	15
3,890	903	10,196	13.6	10	150	6,120	1,208	511	259	267	—	1,711	10,236	13.6	75,084	16
1,148	1,705	5,460	10.4	—	97	3,632	1,867	48	450	995	—	610	7,699	14.6	52,602	17
53	407	1,319	19.4	—	—	2,088	—	59	25	—	—	104	2,276	33.4	6,808	18
166	261	1,389	8.8	—	3	468	—	—	—	199	—	112	782	4.9	15,860	19
1,670	132	3,671	7.0	710	99	564	875	—	1,224	300	390	1,052	5,214	10.0	52,359	20
16,646	1,975	44,764	20.8	—	—	262	205	600	2,878	1,044	—	4,107	9,096	4.2	215,075	21
9,295	2,782	18,063	12.6	717	157	10,117	1,652	724	422	2,688	—	2,217	18,694	13.0	143,315	22
305	699	1,572	14.5	166	10	1,407	50	—	328	5	—	7	1,973	18.1	10,878	23
589	860	3,653	14.7	—	—	891	750	163	371	116	—	256	2,547	10.3	24,791	24
1,491	368	3,276	9.6	209	7	—	50	—	523	—	148	1,474	2,411	7.1	34,168	25
980	1,401	3,888	10.4	67	—	1,263	150	6	6	—	—	1,122	2,614	7.0	37,302	26
3,380	395	6,298	14.0	454	—	—	602	—	142	—	—	770	1,968	4.4	44,988	27
1,927	746	6,054	11.9	901	126	—	54	—	885	259	426	362	3,013	5.9	50,943	28
219	273	1,043	11.7	—	—	368	—	—	109	80	—	790	1,347	15.0	8,952	29
951	96	3,883	15.2	412	154	3,535	—	—	—	45	—	185	4,331	17.0	25,459	30
1,203	1,463	5,834	11.4	281	—	105	1,270	3,089	96	—	—	1,121	5,962	11.7	51,030	31
104	108	378	7.2	—	—	—	—	—	—	—	—	59	59	1.1	5,254	32
245	573	1,782	8.3	—	—	2,000	—	—	848	—	—	—	2,848	13.3	21,403	33
1,920	586	4,050	11.0	302	13	2,184	129	—	1,204	—	1,000	700	5,532	15.0	36,846	34
5,293	4,033	16,201	12.8	957	185	4,315	—	—	1,897	3,031	—	3,545	13,930	11.0	126,877	35
3,942	910	8,495	11.4	76	—	364	250	—	—	—	—	1,431	2,121	2.8	74,662	36
506	243	2,253	7.2	75	—	60	—	26	—	—	—	349	556	1.8	31,432	37
10,577	7,785	33,983	14.3	5,366	64	1,035	2,285	—	1,634	4,808	—	3,480	18,672	7.9	237,085	38
1,132	841	4,551	11.8	743	44	617	—	—	7	—	—	1,235	2,646	6.8	38,616	39
550	700	2,130	12.3	—	184	—	—	—	1,138	151	—	882	2,355	13.7	17,260	40
79	—	320	7.5	81	—	—	—	—	1,004	460	—	25	1,570	36.5	4,295	41
75,679	37,139	212,912	12.5	12,293	74,651	41,573	15,439	5,226	18,421	19,038	2,619	75,200	264,460	15.5	1,704,821	42
13,742	4,358	27,890	10.4	2,560	4,835	11,592	542	270	1,937	1,123	—	6,384	29,243	10.9	268,474	43
14,773	2,113	36,660	24.9	—	1,686	5,437	3,402	1,746	3,185	180	—	1,984	17,620	12.0	147,025	44
4,308	960	12,087	13.5	229	860	2,113	303	497	6,528	1,196	—	3,039	14,765	16.6	89,210	45
8,587	3,244	27,978	6.4	3,948	16,572	15,978	365	837	2,749	180	—	59,336	99,965	22.8	438,270	46
4,948	1,517	14,188	12.0	710	1,882	26	300	748	762	132	281	1,805	6,646	5.6	118,015	47
9,539	1,415	20,184	13.9	875	2,130	1,390	108	—	1,378	2,711	101	2,395	11,088	7.6	145,045	48
1,895	651	4,924	0.4	1,355	274	519	67	331	1,425	200	178	2,943	7,302	14.0	52,316	49
194,980	74,487	530,037	11.1	29,044	150,558	178,257	26,264	20,695	45,073	32,709	5,195	267,451	755,246	15.7	4,796,008	50
21	185	532	1.6	50	6,595	197	—	—	3,400	—	—	14,953	25,195	76.8	†† 32,818	51
1,587	1,501	5,940	6.6	51	106	2,484	609	1,043	—	266	50	4,576	9,185	10.2	90,115	52
2,254	543	6,303	9.6	—	4	1,400	10	609	50	235	—	1,385	3,693	5.7	65,309	53
4,632	1,098	10,970	11.9	50	—	5,054	67	486	—	50	—	515	6,222	6.8	92,140	54
1,765	611	5,045	9.3	—	57	2,438	—	—	—	353	—	404	3,252	6.0	54,177	55
323	100	971	4.2	—	—	105	269	—	—	—	—	—	374	1.6	23,106	56
10,582	4,038	29,761	8.3	151	6,762	11,678	955	2,138	3,450	904	50	21,833	47,921	13.4	357,725	57
4,519	1,275	10,790	8.8	845	1,881	12,835	53	—	263	649	—	1,939	18,465	15.1	122,254	58
9,541	4,639	28,459	9.8	—	5,308	255	56	267	—	4,386	8,851	5,639	24,762	8.6	289,432	59
11,186	4,256	27,520	10.6	3,041	5,964	3,333	—	—	339	5,176	—	4,457	22,310	8.6	260,335	60
4,596	591	19,912	15.0	—	99	137	—	—	306	486	—	889	1,917	2.7	72,728	61
3,485	3,410	12,570	11.3	280	1,742	1,630	427	—	736	576	151	2,419	7,961	6.9	114,259	62
33,327	14,171	90,581	10.5	4,166	14,994	18,190	536	267	1,644	11,273	9,002	15,343	75,415	8.8	859,008	63
238,889	92,696	650,379	10.8	33,361	172,314	208,125	27,755	23,100	50,167	44,886	14,247	304,627	878,582	14.6	6,012,741	64

§ The figures entered in this column cover only expenditure from the general revenues of the Institutions, and do not include expenditure on Scholarships, etc., from endowments, donations, or monies provided by Local Authorities for such purposes.

|| Fees received from students for Students' Societies are not included in the returns of every Institution, and therefore the figures entered in this column are not all properly comparable with each other.

†† Note † to Table 9.

§ Including a sum of £668,187, representing grants made by the University to its Colleges and Schools. The greater part of this sum is certain in Table 9A in the column headed "Grants from Central University Authorities," but some of it was provided by income from endowments and is therefore included in Table 9A under the appropriate columns.

|| Including a sum of £175,861, representing grants made by the University to its Constituent Colleges and the Welsh National School of Music, included in Table 9A in the column headed "Grants from Central University Authorities," except for a sum of £300 representing the Cardiff College for the year 1933-34.

TABLE 11.—NUMBERS OF FULL-TIME STAFFS EMPLOYED IN THE TEACHING DEPARTMENTS, ARRANGED UNDER THE VARIOUS GRADES.

Note.—Members of teaching staffs who were described as part-time teachers in the returns received from the Institutions are not included in these figures.

Institution.	Professors.	Readers, Assistant Professors and Independent Lecturers.	Lecturers.	Assistant Lecturers and Demonstrators.	Others.
	(1)	(2)	(3)	(4)	(5)
Birmingham University	32	11	87	13	4
Bristol University*	24	11	57	18	43
Cambridge University... ..	66	26	—†	—†	—†
Durham University, Armstrong College*	21	5	62	10‡	15
" " Durham Colleges	10	5	12	11‡	—
" " College of Medicine	4	—	7	4	3
Exeter University College	8	9	14	15	—
Leeds University*	38	11	84	67	36
Liverpool University*... ..	53	8	90	25	2
London University§	1	5	—	—	—
Courtauld Institute of Art	2	1	—	—	2
Institute of Education	2	1	7	—	1
Institute of Historical Research... ..	—	—	—	—	—
School of Slavonic and East European Studies	2	1	2	—	—
Bedford College	13	14	18	10	1
Birkbeck College	7	14	12	2	—
Charing Cross Hospital Medical School	—	—	—	—	—
College of the Pharmaceutical Society	1	4	—	10	5
Guy's Hospital Medical School	3	3	2	15	—
Imperial College of Science and Technology*	22	26	53	57	11
King's College	24	15	38	31	1
" " Hospital Medical School	—	—	—	—	—
" " of Household and Social Science	2	2	6	7	—
London Hospital Medical College	6	—	2	2	—
" School of Medicine for Women	4	5	1	11	—
Middlesex Hospital Medical School	6	2	—	17	8
Queen Mary College	10	6	21	3‡	2
Royal Dental Hospital School	—	—	—	—	2
Royal Holloway College	5	6	10	5	—
St. Bartholomew's Hospital Medical College	6	5	1	9	—
St. George's Hospital Medical School	—	—	—	—	—
St. Mary's " " " "	3	—	1	1	—
St. Thomas's " " " "	4	1	2	11	—
School of Economics	20	15	20	22	—
" " Hygiene and Tropical Medicine*	9	2	8	12	5
" " Oriental Studies	6	6	22	—	—
University College... ..	35	23	72	39	3
" " Hospital Medical School	6	1	4	6	4
Westfield College	1	8	4	2	—
Westminster Hospital Medical School	—	—	—	—	—
Total, London Institutions	200	166	306	272	45
Manchester University*	37	13	82	59	18
" College of Technology	4	6	27	42	—
Nottingham University College	15	8	30	31	5
Oxford University	66	7||	—†	—†	—†
Reading University*	18	12	41	6	23
Sheffield University	27	7	61	18	11
Southampton University College	12	3	32	9	—
Total, England	635	308	992	600	205
Aberystwyth University College*	23	6	32	16	20
Bangor " " *	16	7	18	17	16
Cardiff " " *	23	2	42	17	7
Swansea " " *	12	3	29	15	2
Welsh National School of Medicine	5	1	2	8	—
Total, Wales	79	19	123	73	45
Aberdeen University	29	7	24	32	3
Edinburgh University	43	16	82	38	—
Glasgow University	34	7	114	47	—
" Royal Technical College	10	6	27	37	4
St. Andrews University, including Dundee University College	25	11	29	29	2
Total, Scotland	141	47	276	183	9
Grand Total, Great Britain	855	374	1,391	856	259

* Includes the staffs of Departments aided by Advisory and/or Research Grants from the Ministry of Agriculture and Fisheries, most of whom appear in the last column above.

† The Treasury grant to the Universities of Oxford and Cambridge is paid in each case to the University as distinct from its Colleges. The lists of teachers supplied by these Universities accordingly cover only those who hold University appointments. The University of Oxford list includes 386 Lecturers, Assistant Lecturers, Demonstrators, etc., and the University of Cambridge list 677, but some of these teachers are part-time in the same sense as part-time teachers at other Institutions who are excluded from the above figures, and many of the others are part-time University appointments along with College posts, and are thus actually devoting their whole time to the University.

‡ There is actually no grade of full-time Assistant Lecturer at these Colleges, but certain Lecturers are classified under this head in order to facilitate comparison with the figures of other Institutions.

§ These were teachers employed at more than one College or School of the University of London.

|| There are a substantial number of part-time Readers at this University.

TABLE 12.—LIBRARIES.

Institution.	Numbers of Bound Volumes.*	Details of Expenditure.						Percentage of Total Expenditure (Col. 28 of Table 10). (8)
		Salaries and Wages.	Books.	Periodicals.	Binding.	Sundries.	Total.	
		(2)	(3)	(4)	(5)	(6)	(7)	
Birmingham University	181,200	£ 3,151	£ 1,857	£ 1,402	£ 1,100	£ 112	£ 7,622†	3.5
Bristol University	106,700	2,232	1,407	1,192	287	97	5,215	2.7
Cambridge University‡	1,318,000§	17,052	5,783	4,237	3,349	2,461	32,882	5.1
Durham University, Armstrong College	104,000	2,516	643	522	187	189	4,057	3.4
" " Durham Colleges	54,900	1,022	999	200	35	115	2,371†	5.1
" " College of Medicine	17,700	200	101	187	62	—	550	1.3
Exeter University College	30,600	240	501	273	71	32	1,117	2.4
Leeds University	146,700	2,877	1,154	1,466	432	91	6,020	2.3
Liverpool University	181,000 ||	3,923	2,068	1,183	414	299	7,887	3.2
London University	295,200	4,708	1,332	771	359	—	7,170	3.3
Courtauld Institute of Art	8,500	1,412	—¶	52	—	199	1,663	19.0
Institute of Education	15,400	209	76	11	4	8	308	1.6
Institute of Historical Research ...	41,200	442	352	84	309	30	1,217†	17.0
School of Slavonic and East European Studies	12,100	357	30	20	—	—	407	6.0
Bedford College	51,100	2,041	976	467	222	63	3,769	5.0
Birkbeck College	32,000	852	933	383	145	38	2,351	4.5
Charing Cross Hospital Med. School ...	4,300	113	42	2	5	50	212	3.1
Guy's Hospital Medical School	20,200	261	217	265	95	81	919	1.8
Imperial College of Science & Tech.*†	45,500	396	299	560	135	—	1,390	.6
King's College	78,300	2,086	953	426	325	63	3,853	2.7
" " Hosp. Med. School	7,100	370	18	14	8	1	411	3.8
" " of Household and Social Science.	7,200	50	152	88	21	9	320†	1.3
London Hospital Medical College... ..	7,500	199	101	92	56	37	485	1.4
" School of Medicine for Women	5,300	169	73	48	24	6	320	.9
Middlesex Hospital Med. School	4,200	175	158	148	24	178	683	1.5
Queen Mary College	24,400	650	350	237	85	68	1,390	2.7
Royal Dental Hospital School	1,200	—	2	5	2	51	60	.7
Royal Holloway College	24,500	110	300	200	60	30	700	2.7
St. Bartholomew's Hosp. Med. Coll.	15,100	304	64	82	56	7	513	1.0
St. George's Hospital Med. School... ..	6,200	242	70	21	17	1	351	6.7
St. Mary's " " "	5,600	294	38	34	12	35	413	1.9
St. Thomas's " " "	8,000	210	81	85	17	18	411	1.1
School of Economics	172,000††	6,801	2,522	813	1,033	271	11,440	9.0
" " Hygiene and Trop. Med.	26,800	1,439	127	373	294	458	2,691	3.6
" " Oriental Studies... ..	71,500	1,421	738	71	212	—	2,442†	7.8
University College	240,300	3,575	1,719	1,538	771	376	8,037†	3.4
" " Hosp. Med. Sch.	30,200	253	91	151	33	9	537	1.4
Westfield College	22,500	280	331	59	33	2	705	4.1
Westminster Hospital Med. School	2,800	—	22	2	—	9	33	.8
Total, London Institutions		29,417	12,167	7,162	4,357	2,098	55,201	3.2
Manchester University	356,000	3,242	2,524	1,886	763	243	8,658†	3.2
" College of Technology	20,200	507	157	239	82	—	985	.7
Nottingham University College	48,800	1,165	734	558	161	144	2,762	3.1
Oxford University‡	1,500,000§	21,220	7,951	3,313	3,020	826	36,330†	8.3
Reading University	64,500	1,614	1,891	449	241	48	4,243	3.6
Sheffield University	125,500	1,566	877	921	174	88	3,626†	2.5
Southampton University College ...	43,800	664	580	260	84	37	1,625	3.1
Total, England		92,608	41,394	25,450	14,819	6,880	181,151	3.8
Aberystwyth University College	76,900	1,046	635	495	176	38	2,390	2.7
Bangor " "	102,000	1,316	657	426	187	221	2,807†	4.3
Cardiff " "	61,100	1,418	479	651	216	86	2,850	3.1
Swansea " "	32,400	851	397	444	86	71	1,849†	3.4
Welsh National School of Medicine... ..	7,500	1	44	284	17	—	346	1.5
Total, Wales		4,632	2,212	2,300	682	416	10,242	2.9
Aberdeen University	255,900	2,379	1,576	1,016	354	213	5,538§§	4.5
Edinburgh University	450,000	5,475	2,587	2,042	1,099	1,806	13,009††§§	4.5
Glasgow University	327,000	4,951	2,756	2,152	1,277	5	11,141††§§	4.3
" Royal Technical College	29,800	1,259	299	252	65	14	1,889§§	2.6
St. Andrews University, including Dundee? University College.	323,500	2,594	1,461	1,250	365	144	5,814	5.1
Total, Scotland		16,658	8,679	6,712	3,160	2,182	37,391	4.4
Grand Total, Great Britain		113,898	52,285	34,462	18,661	9,478	228,784	3.8

* These numbers exclude books in Hostel Libraries, except that the figures for Manchester University include 8,300 volumes in the Morley Library at Ashburne Hall, which is open to all women students of the University. The numbers also exclude unbound pamphlets.

† Includes part of special Treasury non-recurrent grants for books and binding. The total amount of these non-recurrent grants included in the figures above for all the Institutions was £2,480.

‡ Under the Copyright Act, each of these Universities is entitled to receive on demand a copy of every book published in the United Kingdom.

§ These are the approximate figures given by the University and they do not include the books in the College Libraries or in certain other libraries of the University.

¶ Increase in the number of books over the previous year is partly due to a revised enumeration.

‡ Increase in books has so far been met from capital funds.

§ This College have access to the General Science Library of the Science Museum at South Kensington.

¶ Library were counted during the year on the basis of the number of bound volumes, and a figure of 172,000 bound volumes.

‡ Authorities explained that the figures returned in previous years were based on the number of bound volumes.

§ These figures include books and periodicals from the Carnegie Trust for the Universities of Scotland as follows:—Aberdeen University £2,500, Glasgow University £1,000, Glasgow Royal Technical College £120.

TABLE 13.—TREASURY GRANTS TO UNIVERSITIES AND UNIVERSITY COLLEGES, Etc., GREAT BRITAIN, PAID ON THE RECOMMENDATION OF THE UNIVERSITY GRANTS COMMITTEE.

Institution.	Recurrent Grants.				Non-recurrent Grants.			
	1924-25.	1929-30.*	1930-31.	1931-32, 1932-33, 1933-34 and 1934-35 (each year)	1926-27.	1927-28.	1928-29.	1929-30.
Birmingham University	55,000	66,000	76,000	76,000	—	3,000	—	7,000
Bristol University	39,000	48,750	56,750	56,750	10,000	—	—	2,000
Cambridge University	81,000	93,500	107,500	107,500	—	—	—	5,000
Durham University	2,000	2,000	2,000	2,000	—	—	—	—
" " Armstrong College	29,000	37,000	44,500	44,500	—	1,000	—	11,000
" " Durham Colleges	5,000	6,500	10,000	10,000	8,000	—	—	1,000
" " College of Medicine	7,000	8,350	9,350	9,350	—	—	—	—
Exeter University College	6,000	10,500	14,500	14,500	5,000	—	—	1,000
Leeds University	46,000	60,000	71,000	71,000	—	10,000	—	2,000
Liverpool University	63,800	75,000	86,000	86,000	10,000	—	—	2,500
London University	18,000	18,000	—	—	—	—	—	3,000
Bedford College	20,000	26,500	—	—	5,000	—	—	1,250
Birkbeck College	15,000	20,000	—	—	5,000	—	—	1,000
Charing Cross Hospital Medical School	1,700	2,100	—	—	—	—	—	—
College of the Pharmaceutical Society	—	—	—	—	—	—	—	—
Guy's Hospital Medical School	—	—	—	—	—	—	—	—
Imperial College of Science and Technology	80,500	90,500	—	—	—	9,000	—	2,500
King's College	40,000	49,000	—	—	4,000	—	—	4,500
" " Hospital Medical School	1,700	2,950	—	—	—	—	—	—
" " of Household and Social Science	6,000	7,750	—	—	—	—	—	500
London Hospital Medical College	12,625	13,950	—	—	—	—	—	—
" School of Medicine for Women	10,500	11,750	—	—	—	—	—	—
Middlesex Hospital Medical School	4,000	5,900	—	—	—	—	—	—
Queen Mary College	16,000	21,000	+556,000	556,000	5,000	—	—	1,000
Royal Dental Hospital School	1,500	2,100	—	—	—	—	—	—
Royal Holloway College	5,000	7,250	—	—	—	—	—	500
St. Bartholomew's Hospital Medical College	15,000	16,400	—	—	—	—	—	—
St. George's Hospital Medical School	—	950	—	—	—	—	—	—
St. Mary's	9,830	10,660	—	—	—	—	—	—
St. Thomas's	12,640	13,480	—	—	—	—	—	—
School of Economics	16,000	28,000	—	—	—	10,000	—	1,500
" " Hygiene and Tropical Medicine	2,200	37,500	—	—	—	5,000	—	—
" " Oriental Studies	12,000	13,250	—	—	—	—	—	1,250
University College	60,000	71,000	—	—	10,000	—	—	1,500
" Hospital Medical School	12,500	15,500	—	—	—	—	—	—
Westfield College	5,000	6,750	—	—	—	—	—	750
Westminster Hospital Medical School	—	550	—	—	—	—	—	—
Total, London Institutions	377,695	492,790	556,000	556,000	29,000	24,000	—	19,250
Manchester University	56,000	69,000	81,000	81,000	—	—	—	12,500
" College of Technology	8,000	13,000	14,500	14,500	—	—	—	—
Nottingham University College	14,000	19,500	25,500	25,500	—	6,000	—	1,000
Oxford University	73,000	85,500	97,500	97,500	—	—	—	5,000
Reading University	19,000	26,500	35,000	35,000	8,500	—	—	2,000
Sheffield University	34,000	42,500	50,500	50,500	5,000	—	—	2,000
Southampton University College	7,000	11,000	15,000	15,000	5,000	—	—	1,000
Total, England	922,495	1,167,390	1,352,600	1,352,600	80,500	44,000	—	74,250
University of Wales	—	—	—	—	—	—	500	500
Aberystwyth University College	—	—	—	—	—	4,250	—	1,000
Bangor	95,500	116,000	139,000	139,000	4,000	—	—	1,000
Cardiff	—	—	—	—	—	—	—	10,000
Swansea	—	—	—	—	—	4,000	—	1,000
Welsh National School of Medicine	—	—	—	—	—	—	—	—
Total, Wales	95,500	116,000	139,000	139,000	4,000	8,250	500	13,500
Aberdeen University	41,000	48,000	55,000	161,000	—	—	—	2,000
Edinburgh University	70,000	83,000	95,000	105,800	6,500	—	—	5,000
Glasgow University	63,000	76,000	88,000	96,700	—	—	—	2,500
Royal Technical College	8,000	14,000	16,250	16,250	—	—	—	—
St. Andrews University, including Dundee University College	38,000	45,500	52,500	157,000	12,000	3,000	—	2,000
Total, Scotland	220,000	266,500	306,750	1,336,750	18,500	3,000	—	11,500
Grand Total, Great Britain	1,237,995	1,549,890	1,798,350	1,828,350	103,000	55,250	500	99,250

* The recurrent grants for each of the academic years 1925-26, 1926-27, 1927-28 and 1928-29 were the same as those for the academic year 1929-30, with the following exceptions:—

Durham Colleges—1925-26 £5,000.

London, St. Mary's Hospital Medical School—1925-26 £10,730, 1926-27 £10,760, 1927-28 £10,570, 1928-29 £10,650.

London, St. Thomas's Hospital Medical School—1925-26 £13,070, 1926-27 £13,130, 1927-28 £13,190, 1928-29 £13,330.

London School of Hygiene and Tropical Medicine—1925-26 and 1926-27 (each) £7,200, 1927-28 £13,000, 1928-29 £25,000.

London, University College Hospital Medical School—1925-26 £12,500.

Edinburgh University—1925-26, 1926-27, 1927-28 and 1928-29 (each) £81,000.

† As from the academic year 1930-31, the grants for University Education in London were merged in a single comprehensive grant, which was paid to the Court of the University for allocation on its own responsibility to the various purposes of the University its Colleges and Schools.

‡ A special grant of £212,500 towards the cost of a site in Bloomsbury and accommodation was paid to the University of London in the academic year 1926-27, from a Supplementary Estimate presented to Parliament by the Government.

§ £5,000 of this sum was given for the Welsh National School of Medicine, which was at that time organised as a University College.

|| See Notes ‡ and § to Table 9.