YANKEE RHODIAN: HIS SCHOLARSHIP AND RECORD
MARY FRITSCH

OUTLINE

I Rhodes scholarships were established in 1902 when the will of Cecil J. Rhodes was opened.
   A. Because Rhodes believed that the medium of education could be used to unite the English-speaking people of the world, a sum of money with an annual income of £60,000 was established for scholarships at Oxford for the United States, Germany, and the British Empire.
      1. Germany
      2. British Empire
      3. United States
   B. While major changes have been adopted by the Rhodes trustees for the distribution of German scholarships and those of the Empire, the number of scholarships here has remained the same although internal revisions have been made in the States' distribution.
      1. Empire scholarships
      2. German scholarships cancellation and reinstatement
      3. District system and selection committees in the United States

II With factual information and academic limitations, the eligibility of the American Rhodes scholar depends also on character and physical vigor.
   A. The selection committees are governed by certain qualifications set forth in Rhodes' will.
   B. Though British and United States educational systems differ, the prospective Rhodian must meet certain standards in American universities decided upon by the trustees.
      1. Factual information
      2. Adaptation to British system of studying
      3. Course of study
      4. Greek

III Rhodes scholars have raised their academic records, have entered almost all lines of work in the United States while their scholarships have projected other educational plans.
   A. The academic records have risen since the change in the system of election.
   B. The scholarships were suspended in 1939 at the beginning of the war.
      1. Rhodians received grants-in-aid
      2. Others returning at outbreak of war entered business.
   C. A survey of 870 American Rhodians shows them in the educational, law, business, journalism, ministry, and research fields principally.
   D. Rhodes scholarships have been the impetus for the establishment of other international grants.
      1. Reciprocal scholarships
      2. Guggenheim grants
In the twentieth century John D. Rockefeller has donated over a half billion dollars to philanthropic institutions, and Andrew Carnegie has endowed colleges and libraries with his rail-road-iron fortune. Yet the most comprehensive and far-reaching educational program that can be an insurance for peace was conceived by Cecil John Rhodes, a British imperialist, who accumulated his wealth in the Kimberley diamond mines. Comparatively little known in the forty years of the execution of Rhodes' thousand year educational plan, the Rhodes scholarships to Oxford University in England offer to students from Germany, the United States (until 1939), and the British Empire culture with education and preparation for life rather than for living. Rhodes believed that the medium of education could be employed to unite the English-speaking peoples of the world, that the exchange of ideals and experiences of a representative youth under a single sphere of influence would establish among the nations understanding, respect, and a broader view, guiding towards the unitarian effort for the international peace of which Rhodes dreamed.

Rhodes' entire wealth yielded an income of one million pounds and was later increased to two million.1 Of this, sixty thousand pounds of annual income were allotted to the Oxford scholarships, three hundred pounds being the yearly amount to each scholar. Since the emperor compelled instruction in English in the German schools, Rhodes left two hundred and fifty pounds annually to each of fifteen students of German birth who were nominated by the emperor.2 Rhodes added after this section of his will that the object was to make war impossible between the three powers through mutual understanding, educational relations being the strongest ties. With his grant to the Empire he considered "that the education ... is of great advantage ... for giving breadth ... instruction in life and manners, and for instilling into their minds the advantage of the retention of the unity of the Empire."3 He stated explicitly that he did not want to take the American scholars' sympathies from their country, but he wanted "to encourage and foster an appreciation of the advantage which (he believed would) result from union of English-speaking people throughout the world."4

Except for specified amounts left for special purposes, Rhodes assigned his fortune to a group of trustees, men who were in accord with his imperialist interests, who understood and would put his educational plan into operation.5 Since Rhodes suggested only a set of principles upon which his scholars should be selected, the trustees were free to administer the scholarships;6 and they have adopted some major changes in the distribution of the Empire and German scholarships. The will assigned the colonial scholarships in the following manner: one from each state or province of Canada, Australia, New Zealand, South Africa; one from four specified schools in Cape Colony in South Africa; one from the colonies of New Foundland, Jamaica, Bermuda; three from Rhodesia; one every third year from Malta.7 Germany was provided with five annual scholarships. These, however, were discontinued in 1914 because of the first world war. In 1916 Parliament annulled
those German scholarships but reinstated a few of them again in 1919. At about the same time the trustees announced that additional scholarships had been supplied to Canada and South Africa. Rhodes had evidently overlooked India in his first distribution, and Lord Elton revealed the decision of the trustees to found two of the Rhodes scholarships yearly for India. The original number of grants had been augmented to include seventeen annual additional scholarships.

Rhodes originally left two yearly scholarships to each state of the United States. Well-populated areas, New York, Massachusetts, or Pennsylvania, had no difficulty supplying their quota of Rhodes scholar candidates; but the smaller-populated states, Arizona or Nevada, did not produce candidates of the same calibre each year. Along with the first change in the internal distribution of the United States scholarships, made when the trustees announced the division of the states into three groups, came the instruction to the state committees to declare a vacancy if the scholar did not fit Rhodes’ ideals adequately. The scholarship would be awarded a runner-up elsewhere. These vacancies, however, did not occur often because of local pride. In 1929 the British Parliament was persuaded by the Rhodes trustees to void the state distribution of the scholarships in force in the United States, a policy generally approved. By the first of October of the year for which he is elected he must have passed his nineteenth birthday but not his twenty-fifth. At the same time he must have completed his sophomore year at some degree-granting college or university recognized by the Association of American Universities. Application is not restricted to one state, the prospective Rhodian being permitted to compete from the state in which he has his home or from any state in which he has gained two years of college training before applying.

Frank Aydelotte, American secretary to the Rhodes trustees, are composed of former Rhodians who are acquainted with the “type of man who could benefit from a stay at Oxford.” While inequality in calibre was responsible for the change in the system of appointing Rhodes scholars, it was too soon to comment on the improvement in quality of the students in 1939 when the scholarships were suspended.

The next major revision was made in 1931. Because most of the Rhodes scholars could complete their projected plan of study in two years, the grants were made tenable for two years instead of three. The Rhodes scholar could obtain a year’s extension if he presented a satisfactory study plan. If the extension were granted, he could postpone his third year of study until after a period of work in his native land. He could also complete his postgraduate work in any British university and, in special cases, could continue his study on the European continent, in the overseas dominions, or in the United States, as long as that country was not the one from which he had entered Oxford.

In the selection of the Rhodes scholar, the committee first limits the eligibility of the aspirant. He must be unmarried, a male citizen of the United States in five years’ residence. By the first of October of the year for which he is elected he must have passed his nineteenth birthday but not his twenty-fifth. At the same time he must have completed his sophomore year at some degree-granting college or university recognized by the Association of American Universities. Application is not restricted to one state, the prospective Rhodian being permitted to compete from the state in which he has his home or from any state in which he has gained two years of college training before applying.
ships Rhodes injected a new feature, intellectual superiority being not the only basis for selection. Sir George Parkin, Canadian educator and member of the Rhodes Trust until 1921, says:

"Power of thought and literary skill in giving thought expression, combined with a glutinous memory for Greek verbs, Latin idioms, modern languages, algebraic formulae, scientific facts, and the like have furnished the best guarantees of successful competition. Rhodes by no means despised these things, but he thought of others."18

Four groups of qualities, in the following order, represent the type of person Rhodes desired:

(a) Literary and scholastic ability and attainments.
(b) Qualities of manhood, truth, courage, devotion to study, sympathy, kindness, unselfishness, and fellowship.
(c) Exhibition of moral force of character and of instincts to lead and to take an interest in his schoolmates.
(d) Physical vigour, as shown by interest in outdoor sports or in other ways."19

Lord Elton suggested that the Rhodes scholar "should either possess exceptional intellect founded upon sound character, or exceptional character founded upon sound intellect."20 Yet Rhodes did not want his scholars to be "bookworms."

There were few persons with all these virtues who found their way to Oxford. In 1928, however, a prospective Rhodes scholar was christened "The Perfect Man" by his hometown publication. He had played football, made Phi Beta Kappa, and was elected president of the Young Men's Christian Association. His reputation and title reached Oxford before he did. Evidently English society outdid itself to entertain him, for after this the Rhodes trustees suggested that the selection committees not try too hard for the "well-rounded" scholars.21

The selection committee requires the candidate to furnish a photograph, birth certificate, written statement from the president of his institution saying that he has been selected to represent that school,22 a certified record of his course of study and grades, a statement of self-activity, proposed study at Oxford, and five to eight references, three being from persons under whom he has studied.23 The selection committee has the candidate's own biographical data and one interview, two if the candidate passes the state selection group.

Perhaps the greatest problem in the transference of the American Rhodes student at Oxford after his selection was the difference in educational standards. To the Oxford dons credits and hours were unintelligible. The scholar's junior or senior standing depended upon his previous instruction, and he was not always accepted by the college he elected since those corporations accepted from two to five Rhodes scholars in one year.24 Too, the American had to accustom himself to an entirely different system of studying. Study at Oxford did not mean daily recitations, tests periodically that culminated in term examinations; study at Oxford meant one or two examinations during the scholar's entire stay leading to a final prepared for by a system of conference, study, and "reading." Six to fourteen lectures were assigned weekly by the tutor who also guided the scholar's vacation reading.26 There are no restrictions on the Rhodes scholar's course of study. He may read for the Oxford bachelor of arts degree in any of the final honour schools;27 he may enter the diploma courses in special subjects. And only if he has had extensive previous training, may he read for the advanced degrees which include bachelors of science, letters, civil law, and the doctorate of philosophy. "Cramming for such an examination is next to impossible, so
that a degree means that intelligent grasp of a subject which can come only from gradual digestion and assimilation.\textsuperscript{28}

The major concession that the Oxford colleges have made to all the Rhodes scholars was the discontinuance of Greek as an entrance requirement on June 17, 1919, and the abolition of the Responsions examination.\textsuperscript{29} In regard to scholastic standing, it may be said that the academic average of the American Rhodes scholars has risen until it is not far behind that of the Empire students. Since the new basis of election has gone into effect, the Yankee scholar has acquired more firsts and seconds; but still it is too soon to make any comment other than a general one. While his scholastic standing is below that of the British scholars, it should be remembered that the examination system and preparation are totally different, that the Empire scholars have, in most cases, been trained in the great English private schools for entrance into Oxford and Cambridge.

As the Rhodes trustees presumed that the government would take over Oxford and Cambridge for war purposes in 1939, they suspended the Rhodes scholarships. Later their decision was modified — the scholars could either continue their studies or wait for the duration of the war. In the meantime the State Department here refused Americans passage into the war zone under the neutrality legislation. And it was Dr. Aydelotte's responsibility to cancel thirty-two scholarships and to shepherd sixty-four American Rhodes on 1937 and 1938 grants home.\textsuperscript{30} Fifteen scholars stayed by special permission.\textsuperscript{31} At present, no American Rhodes scholar is studying at Oxford but there are "a few scholars from the Dominions who are doing special subjects like medicine."\textsuperscript{32}

In a magnanimous offer, President Robert Maynard Hutchins, the University of Chicago, extended full tuition scholarships to all of the American Rhodes who had returned to the United States. Four accepted immediately.\textsuperscript{33} At once the Carnegie Corporation arranged grants-in-aid amounting to twenty-five thousand dollars for the men "displaced" by war. Then other institutions followed suit, establishing scholarships, fellowships, and special grants from special funds.\textsuperscript{34} The Rhodes entered graduate and professional schools here or taught or entered business.

In 1937 Dr. Aydelotte completed a survey of the occupations of eight hundred and seventy American Rhodes scholars. He found that education, law, business, government service, journalism, in that order, ranked first. Next came the ministry (foreign missions), research, commercial science, military service, and engineering.\textsuperscript{36} Law had appealed to the Rhodes only in the past few years, according to Dr. Aydelotte, who commented also that there was a trend towards the sciences, particularly the social sciences.\textsuperscript{37}

Statistics, however, cannot measure the scope, influence, or effect of the Rhodes scholarships; nor can the full value of the scholarship be realized until the American who can become a leader in the United States studies at Oxford. Only 6.21 per cent of the Rhodes alumni are in government work, and most of their jobs are appointive, not elective. Though in 1938 C. R. Clason, Massachusetts, was the sole Rhodes representative in Congress, some former Rhodes appeared in state legislature rosters.\textsuperscript{38} In the academic field which, incidentally, has forty per cent of the Rhodes scholars appear names of college presidents: Alan Valentine, University of Rochester; H. S. Hilley, Atlantic Christian College; O. C. Carmichael, Alabama.
College; Stringfellow Barr, St. John’s College; J. J. Tigert, University of Florida. Other former Rhodians are the dean of the Harvard Theological School, W. L. Sperry; the Lehigh economist, Nell Carothers; the Pulitzer prize winner in 1930 for history, B. E. Schmitt, University of Chicago.39 E. P. Hubbly, the head astronomer at Mt. Wilson, California, studied law at Oxford; but he received his scientific education at the University of Chicago. Journalists include Ernest Lindley, New York Herald-Tribune; Saul Streit, New York Times; Edwin Canham, Christian Science Monthly; Beverly Smith, American Magazine; Robert Lasch, Omaha World-Herald; Felix Morley, Washington Post. Christopher Morley and Elmer Davis represent the more prominent Rhodians; and James Saxon Childers, Dixon Wecter, Allan Seager, and Paul Engle are younger writers.40 As early as 1932 a survey of the writing of the American Rhodes scholars included four hundred fifty-three volumes.41

There were few world grants until the Rhodes scholarship plan was put into operation. More grants have always been available to a larger number of students in the United States than to other countries. The Rhodes scholarships led to grants for English students’ study in America and to the establishment of money for fellowships for foreign study for Americans. The reciprocity in American universities for foreign students encompasses scholarships to the University of Michigan, Harvard, Yale, and Princeton.42 The American fund, the Guggenheim Foundation, has been established with a purpose similar to that of the Rhodes scholarships, but the grants are for research of older scholars. The Guggenheim Foundation was organized by Rhodes scholars who look for independent research scholars, creative workers in any of the fine arts including music. The American with the Guggenheim scholarship may study anywhere under the most liberal conditions. These scholarships, too, have been extended and now include the western hemisphere countries.43 In all these student exchanges some twenty-five to thirty countries and nine thousand students are involved.44 Of course not all scholarships have been founded because of Cecil Rhodes’ plan, but they aim towards the same ultimate achievement—an understanding of what concerns “human interest.”

The desired result of the Rhodes scholarships cannot be felt in this generation, nor even the next. Rhodes himself set two hundred years for the effect and influence to be noticed.45 The present facts and figures cannot measure the future potency of this educational plan, but the sympathetic knowledge created can make concrete the future foundations for peace.46 Ironically, Rhodes has been thwarted in two years: first, in the short space of forty years his German plan was twice frustrated!50 Second, the tendency before the second world war was the entrance of men who turned toward the academic professions, not government leadership.47 Although the Rhodes scholars were hazed by Colonel McCormick’s Tribune in 1942 and by George Sylvester Viereck in 1916,48 the influence has also been educational. Borrowing ideas from the returned Rhodes scholars, Harvard and Yale have divided their undergraduates into residential colleges like Oxford. Too, the clash of American ideas and British dogma has enveloped the peculiar British “provincialism and smugness,”49 with no loss of loyalty to the United States.

Rhodes’ project of the promotion of international statesmanship might seem
incongruous today. After this war when his scholars again study at Oxford, the Rhodes plan will take another step towards international education with its cumulative force of culture and education. But to replace worldwide smugness, isolation, and hostility and to fulfill Rhodes' ideals, this Oxford education must swing from the academic scholar to the Yankee scholar who is a prospective leader of the United States.

FOOTNOTES

2. At the close of the first World War the stipend for German scholars was raised to £350; for Americans and Empire scholars, £400.
4. Ibid.
8. Ibid., p. 267.
9. From a personal letter from Dr. Frank Aydelotte, former president of Swarthmore College, at present director of the Institute for Advanced Study at Princeton, New Jersey.
13. In sixty of one hundred replies on a questionnaire, only a minor group of the West, South, and New England, expressed rebel opinions on the new appointive system. Their representative opinion was from a New Englander: "It throws most of the selections into the universities, works tremendously to the disadvantage of the states, makes against the principle of variety Rhodes had in mind." Consult M. Mackaye, "What Happens to Our Rhodes Scholars," Scribner's Magazine, vol. 103, (January, 1938).
16. The ages in Jamaica include men from 18 to 25; Newfoundland, 18 to 21; Western Australia, 17 to 25. George Richard Potter, loc. cit.
17. Memorandum of The Rhodes Scholarships, September, 1938.
18. George Robert Parkin, op. cit., p. 100.
22. The number of persons who may represent one institution: an enrollment of 500 or less, no more than 2; 500-1000, 3; 1000-2000, 4; 2000 or more, 5.
25. The Rhodes scholars visited their tutors weekly, semi-weekly, or every two weeks.
27. "The final honour schools comprise examinations in law, medicine, natural science, modern history, English, modern languages, the classics (including ancient history and philosophy), engineering, theology, and mathematics." Ibid.
29. For requirements of the Responsions examination consult George Robert Parkin, op. cit., p. 245.
32. From a personal letter from Dr. Aydelotte.
According to John W. Nason, op. cit., p. 3, 14 "displaced" Rhodesians entered Harvard; 9, Yale; 6, Chicago; 5, Columbia; 5, Princeton; 2, Cornell; 2, Northwestern; 14, other institutions.


M. Mackaye, op. cit., p. 10.


Ibid.


The Davison Fellowship to Harvard, Yale, or Princeton; the Choate Fellowship, Harvard Law School; the Procter Fellowship, Princeton; Riggs Fellowship, the University of Michigan; Henry Fellowship, Harvard or Yale.


Ibid. p. 54.

Ibid.

This might be accounted for by the lowering of the significance of the athletic requirement of the Rhodes scholar.


M. Mackaye, op. cit., p. 15.

One German Rhodes scholar was in Hitler's cabinet; others refused to return to Germany. Consult Frank Aydelotte, op. cit., p. 54.

"A well-authenticated story says that Rhodes and his lawyer both thought that the United States was still composed of the thirteen original colonies, and they did not realize that they were giving America more than the Empire and Germany combined." T. J. Hamilton, op. cit., p. 111. Rhodes, on the other hand, a year before his death wrote that the scholarships would not use more than sixty thousand pounds. One hundred sixty American and Empire scholarships at three hundred pounds annually and fifteen German grants at two hundred fifty pounds make the figure of sixty thousand pounds, including expenses, seem justifiable. "Rhodes Scholarships," Christian Science Monitor, November 13, 1934.


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