GENERAL EDITOR'S INTRODUCTION

Empires invariably promote the dispersal of institutions based on metropolitan precedents. This was certainly true of the British Empire, which distributed a whole range of such bodies, often founded on European models (but soon diverging from them) around the world. These may be divided into the religious and the secular, although at times (as in the educational and medical fields) the two could be intertwined. Among the secular can be found botanic gardens, libraries, museums, schools, various intellectual societies, both literary and scientific, zoos, and eventually colleges and universities. Some of these, particularly in India, have their origins in the late eighteenth and early nineteenth centuries, but the later Victorian era was the classic time of great expansion for such institutions. Tertiary colleges had appeared in Canada and Australia by the 1850s; a few students were attending the South African College at the Cape in the same era; and universities were founded in India in the aftermath of the 1857 Revolt, but in the last decades of the century their spread around British colonies was rapid, particularly in areas of extensive white settlement.

This book is the first to chart the development of universities in the British Empire, usefully starting with the foundations of tertiary education in the period between the beginning of the nineteenth century and 1880. As with so many of the other bodies mentioned above, the creation of universities became an essential marker of colonial 'development', a means whereby colonies could assert their own maturing identities, expand their elites, and form the cadres that would be employed in and facilitate the emergence of the political, religious, intellectual and educational institutions within their borders. As Pietsch points out, however, it would be wrong to see these processes purely in terms of the relationship between the centre and the peripheries of empire, as part of a process of unidirectional dispersal of ideas, institutional forms and personnel. It was a good deal more complex than that. As she notes, we should also observe inter-colonial influences, a complex web of intermeshing connections which brought the local and the global together, ultimately producing reverse flows and influences, as well as wider relationships within the Anglophone world, notably with the United States.

The reader will find here explorations of the manner in which personal networks could be vital in these processes, the ways in which

appointments were made, and through them the formation of the characteristics of the various colonial institutions. But we should be aware that it had been essentially a British 'white' (and usually male) world. Before 1914, at the very least, women and other races were invariably excluded. The twentieth century was to be well advanced before these wider forms of global inclusion began to feature within a truly interactive Anglophone academia. The beginnings of change would indeed only come about under the influence of the world wars of that century. From the First World War onwards, we hear of the various means by which the more mature American universities began to influence first Canada and later other colonies. The book particularly examines the manner in which the scientific disciplines were influenced by these cross-currents, as well as the remarkable emergence of notable figures from colonial backgrounds who became key figures in Britain, not least influencing developments before and after the Second World War, for example in atomic physics. As these processes accelerated, the old model of imperial influence and exchanges began to decline. Colonial universities increasingly became part of a global network of institutions throughout the Anglophone world and beyond. Nevertheless, as this book suggests, we should be wary of the notion of 'globalisation' until relatively recent times. It was only then that colonial universities participated in, and sometimes led, the full opening out of university education both to women and to indigenous peoples. It was only in the era of the (now defunct) Inter-University Council for Higher Education Overseas, established in 1946 (a body on which I served at one part in my career) that universities in the non-settler territories were fully acknowledged along with those in the 'old' dominions.

This notable book is based upon research conducted in Australia, Canada, New Zealand, South Africa and the United Kingdom. It makes a striking contribution not only to the history of tertiary education and universities in many parts of the world, but also to studies of what has been called 'imperial careerism' (in this case of academics), of the emergence and increasing specialisation of scientific disciplines, of the creation of wider Anglophone networks, and of the development of wider access to the tertiary educational sector. Useful appendices list foundation dates of colleges and universities across the British Empire and also chart those institutions which had affiliated status with the University of Oxford. There is every indication that the interest in the historic development of the university sector across the globe, as well as its myriad intellectual and institutional connections, is currently growing. This book constitutes a key landmark in such studies.

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