Where shall the scholar live?
In solitude or in society?
In the green stillness of the country, where he can hear the heart of Nature beat, or in the dark gray city, where he can feel and hear the throbbing heart of man? I make answer for him, and say, In the dark gray city.  

LONGFELLOW
THE LATE JOSEPH H. CHADWICK.

AFTER an illness that confined him to his home at 20 Cushing Ave., Dorchester, less than three weeks, Major Joseph H. Chadwick, at the head of, and for a lifetime connected with, the lead business in Boston, died, January 3, aged 74 years and 10 months. He was a marked instance of a self-made man, for he was born in Boston in a home of poverty, though blessed with a Christian mother, through whose influence, it is believed, he was converted as a lad, and joined the Methodist Church. In his youth he gave evidence of the peculiar spirit of enterprise and concentration in business which characterized his entire life, by devoting the first hundred dollars he earned to paying a chemist to teach him all he could concerning lead. By strict attention to business, and by the manifestation of remarkable executive ability, he rose from one position to another, until, in the sixties, he was at the head of the largest lead business of the country, had amassed a competence, and lived in an elegant home in Roxbury. There the tragedy of his life came to him in the death of his wife, thirty years ago. Between them there was an idyllic love, which lingered with him as a tenderly romantic inspiration. To permanently honor her memory he built for her at Forest Hills Cemetery the finest mausoleum in New England, costing $30,000. Prominent on his desk at his office during all these years her photograph has stood, as if to please her in the conduct of his business was his highest ideal. He leaves no family, an only daughter dying many years ago.

But perhaps he best revealed his greatness in business adversity. When apparently in assured prosperity he was stripped of his wealth and business, Creditors offered to settle for thirty cents on the dollar, but he would not accept it. Selling his elegant house, his paintings, curios, and carriages, he rented a small house at two hundred dollars a year, and began business again in a most humble way. He determined to retrieve his fortunes and pay every dollar of his indebtedness. Working early and late, with an unconquerable will and with his marvellous executive ability, he accomplished his purpose, living to consolidate the lead business of this city into one concern, in which he possessed a controlling interest.

For thirty years he had been a most useful and generous trustee of Boston
University, serving on the finance committee, and at one time giving $50,000 to relieve the institution in a time of great distress. He was a generous giver to other causes, but scrupulously concealed his benefactions. Married men in his employ have never failed to receive a Thanksgiving turkey. He was for some years a member of Winthrop Street Church, but of late years has been connected with Baker Memorial Church, Dorchester, as a trustee, and has been its most generous supporter.

He was laid by the side of his wife, thirty years to a day later, in the mausoleum at Forest Hills.

THE PREPARATION FOR THE STUDY OF MEDICINE.

How should the physician prepare himself for the exercise of his calling — that calling so vital to the welfare of the community? It is a question inescapably to be asked; not easy to be answered in detail. Framing the answer to the question has occupied, and still occupies, many of the brightest minds of our country; and that not only in the realm of the college, the preparatory school, and the medical school, but, not less, in the halls of legislation, where the requirements that must be met, prior to the acquisition of a license to practise medicine in any given state, involve the most thorough study and discussion of what should go to the preliminary preparation of the physician for his work.

The time has definitely gone by when the physician can enter on the exercise of his calling when and as he wills. Not only public opinion, but the law, now has its say on the necessity of the physician being qualified for his work before he is allowed to begin it, with its implied appeal to the confidence of the community. Not so many years ago, any charlatan, who would, could put out a sign on any street-corner, advertising himself as a "doctor," thus fattening on gains accumulated at the expense of the public safety. The evil wrought by such as he, and by the not less dangerous sharper who carried the diploma of one of the "mills" whose sole requirement for a graduate degree was the money to pay for it, brought, in time, its own remedy. The public conscience, and through the public, the legislative conscience, was quickened to action; and now, in most states of the Union, the road to medical practice lies only through the strait and narrow door of rigid examination of the applicant's claims to the license he asks.

Distinctly good results have already been reaped from this reform. Certain, at least, of the grosser forms of quackery have been driven from the field. The so-called "colleges" which were little better than "diploma-mills," disgracing alike the cause of medicine and that of education, have been abolished — since the degrees in which they dealt are no longer of commercial
value. Since so many states require not only a degree from some institution of established reputation, before granting license to practise, but the satisfying of the examining board of the state that the applicant's degree represents an adequate amount of practical knowledge, it follows that a healthy competition is awakened among the medical schools, as to the showing, under examination, made by their respective graduates. And this, again, has raised the standard of college work and undergraduate achievement. Altogether, the establishment of state control of medical practice has, up to date, worked excellent results for the welfare of the community at large.

The permitting of state interference with the practice of medicine was, it is needless to say, not brought about without bitter opposition—not only from the class of charlatans whom it drove out of lucrative occupation, but from the large, and on the whole far from useless, class of well-meaning and alert defenders of the liberty of the individual. Thanks to the influence of the last, it was only after some argument that the public was brought to see that state regulation of the practice of medicine was no more an infringement of the rights of the individual than the establishment of state boards of health, with their stringent insistence on the cleanliness of individual premises, and their drastic measures for the insuring of the public health in seasons of epidemics; than the state supervision of articles of food, with the punishment for adulterations; than the establishment of quarantines, for the general good and safety, without abatement of them in cases where they bear hard on the convenience of the individual; or than in many other readily recurring instances, where public control of private affairs is tolerated for the greatest good of the greatest number. Under this head the regulation of medical practice has been brought, to a greater or less degree, in nearly all the states. As in the case of laws regulating most other phases of social and business life, the laws governing the practice of medicine differ widely in the different states. Of them all, the laws of Massachusetts seem conspicuous for good sense and simple fair play. Massachusetts demands examination of any applicant for a license to practise medicine within her borders. She asks simply of an applicant, Is he fitted to practise medicine? Has he the requisite knowledge? Where he obtained that knowledge she wisely assumes that it is not her province to inquire. It is the possession of the requisite knowledge, not the fact that it was obtained in such and such a place, nor after such and such a length of time, or under such and such methods of instruction, that is of importance to the Commonwealth, and which, therefore, the Commonwealth concerns herself with knowing. New York, on the other hand, insists, not only that the applicant for a license shall be a graduate of a medical school, but that he shall have had four full years of study in a medical school—not necessarily the same thing as four full years of medical study, which latter requirement would seem to be as far as any state can go in fairness to the
applicant for her license. Of this, more presently. It is to be hoped that in
the not distant future the various states will effect such compromises between
their respective requirements that something more like reciprocity may exist
between them, in the matter of registration of medical practitioners, than is
now possible.

As has been said, the natural and wholesome tendency of the laws gov­
erning the practice of medicine has been to raise the standards of medical
education everywhere. A marked feature of the raising of these standards has
been the stress, so much greater than formerly, now laid on the preliminary
preparation for the study of medicine. More stringent preparation for the
practice of medicine, in the thorough pursuance of medical studies; more
stringent preparation for medical studies, in the acquisition of that class of
knowledge that lays the surest foundation for medical study; — these have
been marked and salutary results of the new laws regulating medical practice.
How 'Utopian, for instance, would, even a score of years ago, have seemed
that excellent article recently contributed by Dr. Frederic Lee to the Columbia
University Quarterly, on "Preparation for the Study of Medicine"! Among
the studies which Dr. Lee, in an argument admirably supported by sound
theories, insists are all but indispensable to the making of the best type of
medical student are English, French, Latin, German, physics, chemistry, and
biology. To these he adds the training in laboratory work, which is so essen­
tial in fitting the sometime-to-be physician for the handling of things, and not
merely the words that stand for things. In this connection, Professor Lee well
says: "In the scientific training of the prospective medical student, the lab­
oratory method should be made all-prominent. The prospective medical stu­
dent derives a special advantage from practical work — not simply because
of the fact that he obtains thereby a more rational training and a more vivid
idea of the basal sciences, but largely because the method of all medicine,
whether for the student or the practitioner, is pre-eminently that of the labora­
tory: the method of close observation and careful manipulation. No more
unfortunate condition can be imagined than that of the student entering upon
such work equipped only with the knowledge gained from books, and with
no conception of the nature and importance of the method that confronts
him."

To all these authoritative and just utterances on the technical prepara­
tion for medical study there should always be added a word on the necessity
of the ethical preparation for the work of the physician. The student cannot
too early be impressed with the truth that the physician deals not only with
the human body, in the hour of its most primitive and vital exigencies, but
with the human soul, and that at close range; and with veils torn away, and
conventionalities laid aside. The counsel demanded of the physician, if he be
a physician worthy the name, constantly oversteps the bounds of the physical
and trenches on those of the spiritual. If the physician is fitted by nature and training only to company with his patients so long as they dwell in the physical sphere of their being, and must deny them, when they call to him from the deeps of their spiritual needs, then is the physician no physician, but a mere doctoring machine, who can never aspire to any high or deep success or usefulness. Spiritual discipline, consciously sought and intelligently profited by, is an essential part of the education of every true physician. The student must early master the truth that unless a man's whole nature be that of the healer, the mere technical knowledge of medical subjects will not make of him a physician.

The trend of preparatory work to-day is on a much higher plane than that of any previous time in the history of medicine. It cannot be raised too high, but care may well be taken that it be raised along sane lines. For instance, it may well be questioned whether the laws of New York on the subject, above referred to, do not go further than the object of all law—the safeguarding of the good of the greatest number—warrants. It may be wise and well to require four years of medical study as a preliminary to permitting a candidate to be examined for a state license to practise. Boston University School of Medicine counts it among the distinctions of her history that she was the first to make a four years' course of medical study compulsory as a pre-requisite to graduation. But that four years of medical study must necessarily mean four years of study pursued in a medical school seems a ruling altogether arbitrary, and made not in the interests of medical competency, but in those of what may be called an educational trades-unionism. It may often, indeed, put a premium on inferior, rather than superior, preparation in certain important studies. For instance, there is probably not a medical school in the country that gives a superior—one may say an equivalent—training in chemistry, biology, sanitary science, physics, and elementary anatomy and physiology to that which is given in the Massachusetts Institute of Technology. The first-year studies of most medical schools are largely confined to the branches above mentioned. Should a graduate student of, say, the Massachusetts Institute of Technology, bearing the certificate of its distinguished instructors to his proficiency in the studies above mentioned, not be admitted to advanced standing in any and every reputable medical school? He has had a year—usually more—of distinctively medical studies,—so recognized by their place in the first-year curriculum of the medical school,—and a year of better training in them than the medical school is able to afford him. Is he to be arbitrarily required to go again over the ground with which he is so familiar, and thus lose a year from his wage-earning life, with no commensurate gain to his training whatever? This seems paternalism carried to the point of tyranny. By all means four years of medical study, and a stringent examination at the end of them, to satisfy the state in which a candidate seeks to practise
that he has gleaned all necessary knowledge from his four years of medical study; but no arbitrary law that those four years must be passed, and the knowledge acquired, in any given place. The obvious injustice of this law should need no dwelling upon to the thinking mind. In yet another respect it is faulty in construction and unjust in application. It practically obliges the student, unless he wishes to lose a year from his working life, to attend the medical school of the university where he takes his bachelor's degree. If he does this, he can arrange, as is so constantly being done in colleges of the highest standing, to complete his academic studies in three years, though he does not take his degree till the end of the fourth year; and he then can enter the professional school of the university, and make his first year there co-incident with what would otherwise be the fourth year of his academic life. There is a kind of educational trades-unionism in this, very foreign to the spirit of our laws. Moreover, it tends to put a premium, as has already been said, on less perfect preparation, as compared to more perfect preparation, for medical study; for in our busy, democratic American life there are a myriad reasons, and all honorable ones, why a young man should wish to enter upon the practice of his chosen profession as soon as he is fitted to so enter. A year is a very serious consideration for such an one. Its arbitrary imposing may make the difference in his deciding to enter the medical school from the high school or from the college. To put the high-school graduate, on entrance to the medical school, on exactly the same footing as the college graduate, whose last years of college study have been intelligently shaped as preparatory years to the study of medicine, is to put a premium on high-school preparation, as differentiated from college preparation, in the eyes of very many practical young Americans. Let our laws be so framed as to require sound preparation for medical work. But let them make no arbitrary dictations as to where and under what methods that work is to be done.

It may be said that the law which we have just been considering is but a preliminary step to a law requiring that all candidates for admission to a medical school shall first obtain a bachelor of arts degree. We doubt, however, if any state will be able to pass such a law; and we have no doubt whatever that such a law would be to the last degree contrary to the spirit of American democracy. Let us advance the desire for college education in the community by every means in our power, and chiefly in encouraging the colleges to send out graduates of such character and attainments as shall impress the benefits of a college education on the minds of the public; but let us no more make a college education compulsory in any branch of public service than it is compulsory in the great public services of the army, the navy, or the political arena. A law that would shut from public service of any sort a possible Abraham Lincoln, a McKinley, a Grant, a John Hunter, and would fling its doors wide to any man whom money to buy a tutor's constant service can
"boost" through his final examinations, is not a law for the American people. Our doors to advancement have been, and so long as we are a republic must be, open to competency and acquirement, wherever and however attained. We have every right—we have imposed on us the duty—to ask of every man who seeks the right to serve the public, Is he competent? We have no right to minutely dictate the antecedent preparation for his proved competency. As educators, if we are to advance the cause of sound education, if we are to retain the confidence of the great, slow-thinking, common-sense American public, we must carefully avoid even the suspicion of educational arrogance, of intellectual aristocracy. The voice of John Boyle O'Reilly is the voice of the people for whom the laws are made, and who have the making of the laws and their unmaking, when he says:

"Life is higher than gold-bought knowledge, whose price is ninety, enslaved for ten; My words shall stand against mart or college: this planet belongs to its LIVING men!"

John Preston Sutherland,
Dean of Boston University School of Medicine.

COLLEGE RELIGION.

"TWO Centuries of Christian Activity at Yale" is a valuable record of religious life in one of the oldest of American universities. But it is much more than this, for the university epitomizes and reflects the world without. In the strength or weakness of the hold that Christianity has, at any period, on the undergraduate, there is a pretty accurate indication of the power of the pulpit and of the prevalence of genuine Christian doctrine and life.

There is a further value in such a record as the one before us in that it sheds much light on the general problem of moral and religious conditions in schools and colleges. The book is a distinct contribution to our knowledge of university life in America.

It is perhaps inevitable that the press should make prominent the occasional irregularities of a few students, while the main current flowing steadily onward passes without comment.

The bi-centennial of a great university offers an excellent post of observation from which to estimate the sweep and depth of the current and to view its movement from the beginning.

In common with nearly all American colleges, except those founded and maintained as state institutions, Yale had its inception in a desire to promote
pure religion. It is impossible to conceive a nobler purpose than that set forth in the charter,—that men might "be fitted for public employment both in church and civil state."

No college in the land has realized to a greater extent its obligation to church and state; and none has sent forth more well-equipped leaders.

The relation of the faculty to the student body has been unusually close through the whole history of the university, and the influence of the faculty on the religious life of the undergraduates has been most marked, due in large measure to the noble line of presidents.

Noteworthy, too, has been the influence of the class deacons. This office, more or less clearly defined, has been for a hundred years a unique feature of the college life; for while the deacons represented the church to the students, they were chosen by the students, to whom they were primarily responsible, as leaders in various religious activities.

The work of this diaconate forms the connecting link between the simple but austere and rigorous religious life of the past and the more complex and comprehensive Christian activities of to-day. "The manifestations of Yale's religious life are varied, but they may mainly be traced to three springs: the university church, the Young Men's Christian Association, and that intangible thing which we call 'atmosphere,' that body of traditions, associations, and feelings inherited from a past rich in Christian culture."

The religious condition to-day is more healthful than ever before. If personal religious experience is less intense, personal service is much more extensive. If revivals are less frequent and less powerful, various Christian organizations are more constantly effective. The youth of our colleges are reached by different methods than those that once were useful, and they give expression to their Christian life in other modes.

There is no occasion for pessimism. "The fact is that religious conditions at Yale," we are told, "and especially in the college, where they receive the greatest stimulus, are wholesome and full of the vitality of youth. The Yale man has a simple, natural, abounding faith: faith in his country; faith in his college; faith in his own powers; faith in God; faith in Christ." We believe the like is true of college men in general where the traditions of the past and the influence of the faculty are exerted as at Yale.
EDWARD THOMAS BURROWES,

A newly elected trustee of Boston University, was born in Sherbrooke, Canada, July 25, 1852. His parents emigrated from Ireland in 1845, and ten children were born to them in their new home.

In 1867, when the subject of our sketch was but fifteen years old, the father died, leaving the large family with scant resources. That the children might have larger opportunity, Mrs. Burrowes moved her family to Portland. Here Edward found employment in a crockery store, where he worked for five years, until he was twenty. Having saved a little from his meagre salary, Mr. Burrowes decided to go to Kent's Hill to school. By working diligently in all spare hours and during vacations he paid his way through the school, and in 1876 entered the class of '80, Wesleyan University. The strain of the hard study and work in earning his own way told on his health, and after a few months in college Mr. Burrowes returned to Portland.

He began at once to develop the business with which he had busied himself during vacations, — making screens for dwelling-houses. In this and the manufacture of car shades Mr. Burrowes has taken out twenty-four United States patents and by steady growth built up the largest and finest business of the kind in the world. The E. T. Burrowes Screen Co. was incorporated in 1892 and now has offices in the large cities of America, as well as agents across the sea. The royal palace of Italy has recently been supplied with these famous screens. Mr. Burrowes is also president of the Car Shade Supply Co. of Chicago.

Mr. Burrowes received a Christian training in his home. His mother was especially influential in forming his ideals and leading him into the fellowship of the Methodist Church. His grandfather was a class-leader under John Wesley, and all his sympathies have been developed toward this church. In the Chestnut St. Church, Portland, he has been an active worker for a number of years. Every interest of the church is dear to him, and he never refuses to carry his full share of the responsibility.
EDWARD THOMAS BURROWES, PORTLAND, ME.
LORENZO DOW BAKER, BOSTON, MASS.
LORENZO DOW BAKER,

Another new trustee, was born on Bound Brook Island, in Wellfleet, Mass., on March 15, 1840. He came from good Puritan stock. His father was Captain David Baker, and his mother's maiden name was Thankful Rich, a relative of Mr. Isaac Rich, one of the chief founders of the University.

Mr. Baker's boyhood days were spent at the Island District School and in boating and fishing. At the age of twenty-one he was placed in charge of the schooner Robt. D. Rhodes. His faithful services soon won for him the confidence of his employers, and he was promoted to the captaincy of a larger vessel.

He was engaged in the fishing and oyster business until 1870. During that year he visited Jamaica, and while there saw a great opening for raising tropical fruits and other products for the world's markets. He entered the new enterprise with energy and intelligence. He soon succeeded in establishing a large fruit trade, from which grew the Boston Fruit Company. He served as president of this company until 1899, when it became consolidated with the business of other fruit-producing countries under the name of The United Fruit Company, with a capitalization of twenty million dollars. This great corporation conducts a business of continental proportions. It not only owns many large plantations for growing tropical fruits, but has fifty steamers to carry its products to the markets of our great cities, from whence they are distributed to smaller cities and towns. Captain Baker is a director of the company, as well as manager of the Jamaica division, from which much of the fruit comes. The success of the company in building up such an extensive business is due largely to the industry, foresight, administrative economy, and indefatigable energy of Captain Baker, together with the co-operation of his son.

Captain Baker is an earnest Christian man. He is a loyal member of the Methodist Episcopal Church. Through the influence of his schoolteacher, Mr. Albert Gould, he united with the church. He married Miss Martha Hopkins, a daughter of Captain Thomas Hopkins. They have had four children, Lorenzo Dow, Joshua Hamblen, Martha Alberta, and Reuben Rich Baker. All the children are living and filling important positions in life. Captain Baker attributes his success to his wise choice of a noble Christian woman for a wife, and to the early consecration of his life to God.

His wise counsels and generous impulses combine to make him a worthy and valuable member of the Board of Trustees.
THE PERIOD OF LEGAL STUDY.

A QUESTION which is causing much discussion among educators is the length of time to be insisted upon in a law-school course. Formerly but little attention was paid to this matter. Law schools were few in number. Even as late as 1870 the oldest law school in the country "conferred its degree after one year of residence upon persons admitted without any evidence of academic requirements, and sent from it without any evidence of legal requirements." No examinations were held, nor does it appear that any effort was made to determine how much time the student had really given to study, nor to ascertain how much knowledge he had acquired. At the same time examinations for the bar were generally very lax.

A great change has been made in these respects, and to-day there is a marked tendency both by the law schools and by the bar examiners to insist upon a fixed period of study. Examinations for the bar are placed frequently in the hands of a state board of examiners, so that uniformity of practice is secured throughout the state. All of the New England states, New York, and a considerable number of the other states now have such commissions, and the number is increasing year by year. These boards are accustomed to meet in conference annually, and thus again further stimulus is given toward promoting uniformity in requirements.

Some states already insist upon a certain minimum period of study, while still others strongly recommend it. The Massachusetts examiners say: "As to the length of time that should be devoted to the study of law, it is the opinion of the examiners that the minimum amount of study that should be given by the average student is three full years of continuous and exclusive study of the law, under favorable circumstances." In Michigan the rule reads: "All candidates for admission must have studied law for at least three years prior to the examination." So some law schools require three years of study, all in residence, while others do not insist upon so much.

A well-known authority upon legal education said, in 1895, "It is highly probable that in a few years the majority of the schools will have a three years' course."

At its annual meeting in August, 1897, the American Bar Association
adopted a resolution as follows: "The American Bar Association approves the lengthening of the course of instruction in law schools to a period of three years, and it expresses the hope that as soon as practicable a rule may be adopted in each state which will require candidates for admission to the bar to study law for three years before applying for admission."

In August, 1900, there was formed an "Association of American Law Schools," having as one of its professed objects the promotion of the three years' course of study. There can be little doubt that the time will soon arrive, if indeed it has not arrived already, when a course of three years will be recognized as the normal course for law schools of this country.

In this matter it may be doubted whether the unalterable rule is the wisest one. It is certainly true that some, by greater ability, or greater industry, or better previous training, or by all three combined, will acquire as thorough or even a more thorough knowledge of the law in a given time than will others. Some will learn more in two years than others will in three. A standard which insists that every student, irrespective of his ability or industry, shall spend at least three years in preparation disregards the personality of the student. If the examinations set at the law school or by the bar examiners were of such a character that only those of superior ability who have studied three years were able to cope with them successfully, there would be a good reason for insisting upon three years of study as a minimum, but the facts are otherwise. The examinations are such, generally speaking, that the applicant of good ability, industry, and prior education is expected to pass and can pass them creditably after three years of study. The exceptional student is able to prepare himself in a shorter time.

Upon this point the Massachusetts bar examiners say: "The examiners recognize the fact that natural ability and industry so vary that some students may in less than three years better fit themselves for admission to the bar than the average student in three years or more."

This question as to the length of time to be spent in the law school is but one phase of a broader question; viz., How much time must be given to securing a liberal and professional education?

For some years past the statement has been frequently made, especially by business men, that too much time was taken in preparing an educated man to earn his living. Ordinarily the student is about eighteen years of age when he enters college. Here he stays four years, to secure the degree of A.B. If he goes into business life he enters at the age of twenty-two upon work in which his competitors have been engaged since they were sixteen; or perhaps he enters a professional school, where he studies either three or four years more. Many law schools now require three years of study, as already stated, while some of the medical schools require four years. If he chooses a profession he is twenty-five or twenty-six years old before he is qualified to
practise, and the earlier years of the professional man are proverbially lean years.

This condition of affairs has attracted much attention. Various measures have been advocated to bring more satisfactory results. Some urge that a more thorough preparation be given in the preparatory schools, so that the pupil may be fitted for college at an earlier age. President Charles F. Thwing, among others, feels that this will be accomplished. Some also advocate the reduction of the ordinary A.B. course from four years to three. By adopting these two suggestions perhaps two years might be saved, and the graduate be prepared to begin his life-work earlier by so much. Many members of college faculties advocate this latter plan. In one of our oldest universities the matter has received careful consideration at the hands of a large Faculty, and the final vote upon the question whether the course for the A.B. degree should be reduced from four years to three was a close one. The suggested change was not made, however, for it was felt that it was not wise to depart from a long-established custom while any considerable number of the Faculty were opposed to it.

In this same university the candidate for the degree of A.B. is required to pass a satisfactory examination in a certain number of courses before he is qualified for the degree. In a recent report President Eliot says: "Nowadays many complete their studies for the degree of bachelor of arts in three years." Although they do not receive their degree at the end of the third year, they have done all the work required to obtain it, and in the fourth year they have leave of absence, under which they are at liberty to spend the year either in a professional school or elsewhere. Thus it is possible for the student, although he goes to a professional school where three years of residence are required, to obtain both the A.B. and the LL.B. degrees within six years from the time he begins his collegiate course.

Other institutions have so arranged or modified their courses that they tend to the same result. In some colleges courses in law are given in the Senior year, and in still others in both the Senior and Junior years of the academic course. These law courses are counted for the A.B. degree, and it is urged that they should be counted also for the LL.B. degree. In at least one jurisdiction students who have pursued these courses are credited on account of them with a certain period of law study when they come to apply for admission to the bar.

The Boston University Law School has established and maintains a course calculated to occupy profitably three years of study. Indeed, it was one of the first schools to do this. Undergraduates are urged to spend three years in study before applying for a degree. But the fact that some are qualified for graduation in less than three years is recognized. The effort is made to safeguard exceptions to the rule by requiring that such students shall have passed
two years in the school, and that they shall attain the honor rank. The latter requirement means that they must attain an average standing of eighty per cent in the required studies as compared with seventy per cent, which is the normal standard, and that they shall pass also in six electives, while a satisfactory standing in only three is exacted of three-year students.

This modification of the rule has been in force for several years, and it has been found to work well in practice. Is there any reason why it should not do so? A certain amount of work, a certain proficiency in prescribed studies, is required of candidates for the degree of LL.B. When this amount has been fixed why should it not be made possible for a student who has ability and industry to complete the work and obtain credit for doing so in a shorter time than is required by one less able or less industrious? Industry and ability are conceded to be prominent factors in the student's success at the bar, which he is about to enter. Why should they not be given due weight in the work of preparation?

Samuel C. Bennett.

GENEROUS BENEFACTIONS.

R. C. Billings, late of Boston, has left one million dollars in public bequests.

The alumni of Princeton University have subscribed $170,000 for the erection of a gymnasium. The class of '79 has raised $100,000 for a new dormitory.

President Raymond and the friends of the Wesleyan University are to be congratulated that $125,000 has been pledged toward the erection of a new administration building.

Mrs. Jane Stanford has lately executed and delivered to the board of trustees of the Leland Stanford, Jr., University two deeds of grant and one deed of gift. The deeds of grant include the campus of about nine thousand acres and the Stanford residence upon California St., San Francisco, which eventually is to be used for educational purposes. Mrs. Stanford has now given the equivalent of over $25,000,000 to the university.

Robert Lebaudy, a French multi-millionaire, offers $1,000,000 for the establishment of a French industrial school as an integral part of the University of Chicago. The purpose of the school is the systematic study of American industrial and business methods. Two hundred graduates of French colleges will be sent over each year to avail themselves of its advantages. Free scholarships will be provided and all expenses paid by the French Department of Education.
One of the most munificent propositions to further the cause of higher education was made by Andrew Carnegie to President Roosevelt. He offers to make a donation of $10,000,000 to the United States for the purpose of establishing a national university in Washington. The idea is to supplement the educational institutions already established by giving postgraduate students an opportunity for advanced study and research. There are at Washington splendid educational resources. The means for unlimited original investigation will be utilized, and capable persons will be trained as great teachers to help in the diffusion of scientific knowledge.

TRAVELLING FELLOWSHIP.

The Bureau of University Travel has established a travelling fellowship in classical archaeology, and has invited the co-operation of President Eliot of Harvard in the selection of a suitable person. The conditions of the fellowship are that the holder shall be a graduate of an American college and eligible for admission to the American school of classical studies at Rome. He must, too, have decided upon archaeology as his life-work, and have attained marked proficiency in the usual preliminary studies. He will be expected to travel in Europe, under the direction of the bureau, during the summer following his graduation from college, and the year following his appointment to the fellowship must be spent in the school at Rome. During the next year he must place his services as an archaeologist at the disposal of the bureau for a period of thirty days in the spring and ninety days in the succeeding summer.

The fellowship gives to the holder all travelling expenses, and five hundred dollars with which to pay expenses during the nine months of study in Rome.

IS THE AMERICAN COLLEGE ABOUT TO ABDICATE?

In all probability the history of education has never furnished an instance of self-abnegation equal to that of the modern college. This is true though the outcome was unforeseen; for when the inevitable came the college accepted the situation without any apparent disturbance of its equanimity.

The movement began when the standard of admission to the college Freshman class was gradually raised, and was practically completed when it reached its present height. When a youth has spent four years in the high school prepar-
ing for college entrance examinations he naturally wishes that the four years of college work might be abbreviated. In response to this very natural demand the college failed to make the requirements for the A.B. degree so high that four years would be absolutely required, but fixed them at a maximum which could be met by very large numbers in three years. In other words, the college has practically yielded the point that of seven years in the high school and college it is just as well that four should be spent in the former and three in the latter as that three should be spent in the former and four in the latter. This must be very flattering to the corps of instructors in the high schools, but it is anything but complimentary to the college faculties, which, it used to be supposed, were constituted of men whose attainments were far above those required for preparatory work. It also practically admits that it is just as well for the youth to follow the methods of instruction employed in the high school as those of the college.

These are concessions of a far-reaching character; but they do not tell the whole of the story. Many modern colleges allow a considerable portion of the work required for the bachelor’s degree to be elected from those departments which shorten the succeeding professional or technical course by one year. In such colleges the student has but about two years of actual work with the college faculty, so that the college course is practically reduced to two years. Meanwhile the high school at one end and the professional or technical school at the other require the full number of hours of the kind of work suitable for securing their certificates or diplomas. In other words, while the high-school course becomes increasingly difficult, and while the professional schools are increasing their requirements and lengthening their term of study by adding, in some cases one, in others two, years, the colleges are content to play second fiddle.

But still the story is not complete. For the theory upon which the college goes in its gradual abdication is that the object of education is to fit students for the practical duties of life. On this theory it is indeed a matter of indifference whether the student is in the college or in the professional or technical school. But while this theory is working the ruin of the college as a means for imparting general culture, the schools of technology are more and more providing for such culture. Verily, the college of to-day cannot be charged with the sin of jealousy. Whether this spirit of generosity will end in the total annihilation of the college as such remains to be seen.

C. W. Rishell.
Wild Life Near Home, by Dallas Lore Sharp, is not only most pleasing in style, and charming in its illustrations and whole make-up, but also a careful study of the habits in summer and winter of birds, rabbits, opossums, musk-rats, fishes, and other animals, and even of mushrooms. Boys and girls will like this book as well as men and women, and it will make them more observant as well as more humane to read it. It is full of life and fire from cover to cover. We can only feel regret for any who miss the reading of this book.

Woman and the Law, by G. J. Bayles, of Columbia University, sets forth the principal laws relating to women in the United States and in the individual states under the general heads of domestic, property, and public relations. It is a very useful book for all, but especially for women, who wish to know the legal status of woman in all her relations in life.


Alfred Tennyson, by Andrew Lang, is especially valuable just because it is written by Mr. Lang. Its chief interest lies in his estimate of Tennyson's poetry, and this is a great interest. But besides this it is an excellent brief biography, exhibiting as it does Tennyson's poetic development. (Dodd, Mead & Co., New York.)

A History and Description of Roman Political Institutions, by F. F. Abbott, affords just what the title suggests, both a history and a description. But these two features are kept entirely separate, so that one can follow the history or the description, as one prefers. It is in some respects an awkward arrangement; but it meets the needs of various readers. (Ginn & Co., Boston.)

The World Before Abraham, by H. G. Mitchell, provides us with a critical introduction, explaining and defending the newer views of the origin of Genesis, and a translation of the first eleven chapters of Genesis, with commentary. The book is well done, and any one desiring to know how a higher critic interprets the early chapters of Genesis can find out here in a brief compass.

The Rational Basis of Orthodoxy, by A. W. Moore, is, on the whole, a readable exposition of evangelical Christianity. It is sane and thoughtful, successfully uniting liberality with conservatism. The cultured layman will find it an eminently edifying book.

The Ethnic Trinities and Their Relation to the Christian Trinity, by L. L. Paine, professes to be a chapter in the comparative history of religions. It is brilliant and taking in style, and fairly learned in content. On the other hand, it is rather generously sprinkled with over-confident, ill-sustained, and erratic statements, as may be seen in the interpretation of Hebrews, the declaration that the Origenistic doctrine that Christ paid a ransom to Satan remained the unchallenged doctrine of the Church up to the time of Anselm.
and Abelard, and the reiterated statement that evolution is all true or all false. In all candor it must be said that the book is rather marvellously related to its birthplace. (Houghton, Mifflin & Co., Boston.)

The Stars: A Study of the Universe, by Simon Newcomb. The ability to condense the vast amount of information contained in this book into so small a compass and yet to make the book enjoyable as literature is possessed by few. But Professor Newcomb has succeeded in making his book a treasure-house of fascinating knowledge. The numerous illustrations are thoroughly helpful. To the lay inquirer the book seems to leave nothing to be desired.

The Passing and the Permanent in Religion, by M. J. Savage, will please most Unitarians and prove thoroughly obnoxious to the orthodox. The book is written in Dr. Savage's most trenchant style. He knows how to strike hard blows at what he conceives to be falsehood, and he has used this skill here. The standpoint of this reviewer is so diverse from that of Dr. Savage as to make further characterization unwise.

The Doom of Dogma and the Dawn of Truth, by Henry Frank, is the alliterative title of a book that will satisfy only those vague minds which can be content with vague thoughts. It is not scholarly, though it pretends to be so, and may deceive the unscholarly by its pretense. Still it is a fair illustration of the thinking of a large class of people who regard themselves as specially gifted with insight. Two Centuries of Christian Activity at Yale, by Various Authors. See article entitled "College Religion." (G. P. Putnam's Sons, New York.)

Alexander Hamilton, by James Schouler, and Henry W. Longfellow, by George Rice Carpenter, are among the Beacon Biographies, which whole series is a blessing to busy men. Each volume is so small that it can be carried in the pocket, and yet gives the main facts in the life of its subject, combining accuracy, sympathy, and sustained interest. (Small, Maynard & Co., Boston.)

Essays and Addresses, by Augustine Birrell, will be read with pleasure on account of the author's engaging style, of the themes chosen, and of their piquant treatment. Mohammed and His Power, by P. DeLacy Johnstone, one of the World's Epoch-Makers series, gives in small compass about all that is known of Mohammed and Mohammedanism, including its rise, relation to Judaism and Christianity during the lifetime of Mohammed, and its peculiar doctrines, with an analysis of the Koran. Mr. Johnstone's transliteration of Arabic words may be correct, but we wish he had contented himself with that in ordinary use. The book is to be highly commended. (Charles Scribner's Sons, New York.)

Constructive Studies in the Life of Christ, by E. D. Burton and Shailer Mathews, is an attempt to introduce something of the spirit of scientific historical research into the study of the Gospels. The book attempts only to guide the student, and leaves it to himself to construct his own life of Christ on the basis of a thorough mastery of the Gospel material. The purpose is praiseworthy, and the success of the book, now in its third edition, indicates that it is practicable. (University of Chicago Press, Chicago.)