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 grasp city, where he can see and hear the throbbing heart of man? I make answer for him, and say, In the dark grasp city. — Longfellow
MASSACHUSETTS HOMŒOPATHIC HOSPITAL.

The Massachusetts Homœopathic Hospital, a cut of which is found on another page, was incorporated in 1855, seventeen years prior to the organization of Boston University; but its history has been so closely identified with the growth of Boston University School of Medicine that we feel justified in calling attention to the work it has done. Its medical staff is composed of physicians most of whom are members of the Faculty of the school, and the clinical facilities offered by the hospital are placed at the disposal of the Faculty.

This hospital began its existence in connection with the Boston Homœopathic Dispensary, in a private house on Burrough's Place, near the centre of Boston. It soon outgrew these inadequate quarters, and what was then considered a commodious building was erected on land bestowed by the city on East Concord, Albany, and Stoughton Streets. This building was completed and occupied in 1876. Its maximum capacity was forty-two patients; it had no rooms for surgical operations, and none for pathological work. The surgical operations were performed in the anatomical amphitheatre of the School of Medicine, and this was continued for years. During the past quarter of a century surgery has been practically revolutionized; and the hospital facilities have kept pace with the evolution of surgery. To-day one entire floor (5,280 square feet) is devoted to the performance of surgical operations, rooms being set apart for anaesthetizing patients, sterilizing instruments, etc. The amphitheatre is finished in marble and iron, so as to be easily rendered aseptic, is excellently illuminated, and has a seating-capacity of about one hundred and fifty. In this amphitheatre all sorts of operations are performed, and students are in attendance at the clinics at least twice every week. The importance of the clinical facilities may be estimated from the fact that upwards of 1,700 serious surgical operations are annually performed.

The need for a Maternity Department had long been realized, but it was not until 1897 that such a department was opened. In this case it was necessary to obtain a building aside from the hospital, and one was found on West Newton Street, overlooking Blackstone Square. It is under the general management of the hospital, and interns selected from the graduating class serve for periods of six months each.
The hospital furnishes not only material for clinical teaching which is of service to Boston University School of Medicine, but four internes are needed annually to do hospital work, and these positions are open to and almost invariably occupied by graduates of the school.

The hospital has kept in touch with the development of photographic, X-ray, and kindred work; and special rooms are set apart for this work. For years the work of the hospital was done without a pathological department; now a pathological department has come into existence, which is of very great service to both institutions.

As evidences of the growth of the hospital, it may be stated that twenty-five years ago the maximum capacity was forty-two; it is now two hundred and twenty-five; in 1876 three nurses were able to do the work most of the time; today a corps of seventy is constantly on service. A training-school for nurses has long been in operation. In order to make available the entire hospital space for distinctively hospital uses, a nurses' home was built in close proximity to the hospital, and completed for occupancy in 1897, at an expense of $75,000, the building being the munificent gift of Mrs. Ann White Vose.

The original staff comprised eight members; today the entire medical staff comprises forty members. The administrative work of the hospital calls for the services of a director, assistant director, and several clerks.

In 1890, on account of the increased charitable work done by the hospital, an appeal was made to the state for aid. It resulted in an appropriation from the state of $120,000. The cost of the hospital as it stands today represents a value of about $500,000. Friends of the institution have very generously and liberally endowed it, yet the increasing work of the hospital ever demands further aid along this line.

The unity between the hospital and the school, though not of legal enactment, is peculiarly intimate; and the advantages the hospital offers to the school are inestimable.

EDUCATION IN THE PHILIPPINES.

Under the Spanish régime the education afforded the Filipino was very meagre. In some of the towns schools were established, but the principal, and sometimes the only, subject taught was church doctrine. The "maestros" received a salary from the provincial government, and they also collected fees from the richer pupils. In Manila there were higher schools, under the control of the Church. These taught Latin, Spanish, and church doctrine. They were very expensive and very exclusive. The highest institution of learning was San José College, and it has a considerable reputation.

The present educational department of the islands is in charge of Dr. At-
kinson, and his headquarters are at Manila. About a dozen division superin­
tendents are under him, and the headquarters of each one are at the capital
of his most important province. Each province has a deputy superintendent,
who distributes the supplies and reports to his superintendent the progress of
the different schools.

It is the intention of the department to establish a high school in nearly
every province. Several industrial schools are also planned and special effort
will be made in these to promote the study of agriculture. After these are in
operation one or more colleges and universities will be established.

In addition to these a month’s normal-school session will be conducted in
every province for the instruction of the native teachers. This session will
occur during the annual vacation. Each American teacher will be detailed
for such work every two years, and will receive no extra compensation.

The school year continues nine months. During this time four and a half
hours a day are spent in teaching the pupils, and one hour in the instruction
of the native teachers. In many towns the American teachers conduct even­
ing schools three times a week, and for this they receive extra pay.

At present nearly a thousand American teachers are here, a large number
of whom are distributed singly over the archipelago. Some of these have
been in the islands a year. Five hundred and forty came last August on the
transport “Thomas,” and the rest have come at various times since then.
Consequently, almost the required number is here, and future enrollments
will be made largely among the natives.

There are already several hundred Filipino teachers employed. Many of
these had received only three or four months’ instruction in English before
their engagement; but as they now receive daily instruction they constantly
become more proficient. In a few years the schools will probably be taught
chiefly by the natives.

In many cases the Filipino is nominally the principal of the school, while
the American is called a teacher of English. However, the latter is, in the
words of Dr. Atkinson, “the power behind the throne”; and although the
“throne” is not very conspicuous, it is necessary that he should be the
“power.” The native teaches the primary subjects, but in the English lan­
guage so far as possible, for it is the aim to make our own tongue the pre­
dominating element in all the school work.

As it was contrary to long-established custom for girls to receive instruc­
tion from a male teacher, many girls’ schools have been established. This
old custom, however, is fast disappearing, and in many towns both sexes
have already begun to attend the same school and study under the same
instructor.

As yet, there is no universal compulsory school law, but one will doubtless
be enacted as soon as the conditions favor such a step. Already several
towns have passed a local law, and others are constantly following their ex­ample.

The teacher is given considerable freedom in his method of instruction. This is necessary, because each “pueblo” has its peculiar characteristics and the superintendent is unable to make frequent visits. As a rule, however, the objective method is employed. It is often said that ignorance of the language is detrimental to the teaching ability of the American. Experience, however, does not seem to verify such a statement. By beginning with objects which the pupils see and know the teacher can lay a foundation. He can then enlarge upon the subject by means of the knowledge the pupils have already obtained, without employing the medium of their imperfect language.

The success already attained is encouraging. It is doubtless true that the Filipinos as a whole already know more English than Spanish, and more of other subjects than they could ever hope to learn under former conditions. They are very anxious to learn, and although they did not know how to begin, the way has been pointed out to them and they have started to walk in it with a will. But the success educationally is not all. The Filipino has learned that the United States intends to make good all promises, and that she has his welfare at heart. The regiment of teachers has doubtless done more to pacify the native than several regiments of soldiers could do. It is the ideal kind of warfare.

There is much discussion over the question of the time necessary to en­graft the English language on these islands. Of course it will not be univer­sally spoken for many years to come, but there seem to be the following four reasons for its rapid progress. First, the many dialects render it impossible for the natives to communicate readily with one another, and so some common language is needed. Second, the Spanish language is not well enough known to serve as a general medium of communication. Third, the various dialects are practically unwritten languages, and hence general communication cannot readily take place even among those who speak the same dialect. Fourth, a large percent of the subjects that the Filipino will take up will be studied in English, and so he will naturally use this language in communi­cating his knowledge to others. Of course these reasons presuppose advance ment in knowledge and industry under the American government.

The American teacher is expected to be, and should be, something more than a teacher of English. In the first place, he should be a diplomat. In many cases when he arrives at his destination he finds no schoolhouse. He must see to the construction of a building and be prepared to meet wisely the many emergencies that arise. His success often depends on his cordial rela­tions with the “presidente” of the town.

He should take an interest in the natives and in the town as a whole. In fact, he ought to do all he can to develop his station along broad American lines.
He should also be an agent of moral reform. The code of morals in vogue among the natives needs considerable modification, and the American can do much to help this work along. The people are very imitative; and by example as well as by precept the right man can do a vast amount of good.

The education of the Filipino involves something more than instruction in arithmetic, geography, and English. It is the true American education, physical, mental, and moral, that is needed; education in industry, the branches of learning, and reform. Its success has already been made certain; but the work will never be quite complete until it makes the Philippine Islands a monument to the faithful, unselfish devotion of a Christian nation.

F. E. Hemenway.

ONE COLLEGE THAT HAS NOT ABDICATED.

A PROTEST against the abdication of the American college is furnished in the actual working plan now in force at the College of Liberal Arts of Boston University. Some of the principles in education which have been steadfastly held by its Faculty are the following:—

1. Certain values must be included in the courses of study which lead to the A.B. degree. After all the discussion of the past quarter of a century or more in regard to what constitutes a liberal education, this Faculty has not been moved from the conservative position, and has continued to maintain that a certain amount of Greek, Latin, English, French, German, mathematics, and philosophy is necessary for the attainment of the first degree in arts.

2. Four years are necessary to win this degree; the same time is also required to gain the Ph.B. or the Litt.B. degrees. This principle is the standard, as far as the time element in a college course is concerned. Only in rare exceptions — for those who easily master the courses taken, and, without mental strain or physical detriment, are able to do an unusual amount of work — is it permitted any one to be graduated after three years of college work. This method of dealing with the question of a shortened course is considered far better than to open the flood-gates and invite an indiscriminate scramble for degrees by students the most of whom need a full quadrennium for their college training.

3. Fully one-third of the student's college work is selected for him by the Faculty; in the remaining two-thirds his own tastes, constitutional abilities and disabilities may be consulted in the free selection of courses. With good advisers at hand to assist in the choice, he is made largely responsible for the election of more than one-half of his mental food. This seems like a fair adjustment of the elective to the non-elective system in the make-up of the course.
which an immature person pursues. Most students are immature. The very fact that they are in college implies that they need guidance, instruction, intellectual prescriptions.

4. Boston University has so far maintained that the professional schools shall not take from the college a part of the full quantum of work required for the baccalaureate degree, and apply it towards a professional degree. Serious inroads have been made upon the distinctiveness of college work in some universities by the contrary policy. The pressure is great which has, in certain influential quarters, forced this concession that counts some undergraduate work towards an advanced degree.

Young men are in haste to enter upon remunerative professional work; many of them are poor; debts accumulate. The times are rushing; and students catch the spirit of the competitive business world. The clamor which has been made by young men eager to gain a "rush seat" among the "elect" of the professions has reached the ears of the authorities in the institutions that fall in with the hurrying pace; and, lo, the collegiate hands over to the professional department something like one-fourth of its work, to be applied to an M. D., an L.L.B., or an S. T. B. The institutions which have held that four years of college study should precede the work of the professional school do so for two substantial reasons. One is that the man himself may be full-grown intellectually by the time he begins to specialize for his profession; and the other is that the profession may not suffer at his hands by an attempt to do his chosen work without a full equipment, both in a liberal amount of fundamental learning and in the power which comes from a prolonged mental discipline. How long such colleges as this may be able to resist an increasing volume of pressure for shortening the period set down by the old régime for turning out ministers, doctors, and lawyers it is difficult to foretell. There is a current, strong and persistent, which tends towards a serious concession to the utilitarian dogmas in education. Such dogmas are not relished here.

Elementary Greek has within a few years been brought into the circle of college studies. One of the oldest German universities has recently offered it for the first time. This is a change which is working in the same direction as that just outlined; for it elevates to collegiate rank a study which has been considered a thing for secondary schools, as the other lifts college work to professional dignity and value. Both these movements indicate one thing very distinctly,—an acceleration in the progress a student may make in his education for life-work. He shortens his probation as a learner, and sooner becomes an earner.

The conservative position in regard to these tendencies and the legitimate function of the college seems, for many reasons, to be safe and defensible. There is a period in the life of every maturing youth (boy or girl) which most fitly belongs to the college. It is a border-region between childhood and matu-
ry, to be sure; but, for that very reason, it is immeasurably important. The college can no more renounce its duty to our youth in this period of development than the youth themselves can ignore the years in which formative processes are going on. The college ought to be consecrated to just this work, without shortening its course, without compromise, certainly without "abdication" of any part of its work. It is more important to stock the young mind with the fundamentals for character and life than it is to teach the special art of any profession—even the most sacred.

W. E. Huntington.

College of Liberal Arts, Boston University.

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Best Recent Books

The mention of a book in this department is a guaranty of its superior merit

Financial Crises and Periods of Industrial and Commercial Depression, by Theodore E. Burton, is the most comprehensive work on this subject that has yet appeared. It deals with the phenomena of crises, the causes and the remedies. Especially interesting and useful are the chapters on crises in the United States, and the appendix, giving the opinions of leading economists and publicists regarding the causes. The book contains an excellent bibliography.


Deafness and Cheerfulness, by A. W. Jackson, while dealing with a practical rather than a scholastic theme, is, nevertheless, of such value from a scientific standpoint as to deserve mention here. We give it words of commendation only. Maids and Matrons of New France, by Mary Sifton Pepper, will surprise many readers with its revelation of the part women performed in the settlement of the present British possessions of North America. It is narrative and biographical rather than philosophical, but it is exceedingly entertaining and instructive. (Little, Brown and Company, Boston.)

Swiss Life in Town and Country, by Alfred T. Story, is based upon the prolonged and careful study by the author of Switzerland and the Swiss people. It is an outline of Swiss history and an analysis of the domestic and public life and activities of the people as affected by history and physical conditions. It will satisfy the busy man and whet the appetite of the student.

Medieval Rome, from Hildebrand to Clement VIII., 1073-1600, by William Miller, is chiefly a history of the relations of Church and State during the period covered. This is what it ought to be, for this was the history of medieval Rome. Without pretending to be original, it is none the less thorough and accurate; and while popular in style, there are few who will not gather considerable stores of information from its pages. The book is finely and copiously illustrated. (G. P. Putnam's Sons, New York.)

Culture and Restraint, by Hugh Black, the famous Scotch preacher, is an animated and forceful discussion of the claims of aestheticism on the one side and of asceticism on the other. Mr. Black regards both ideals as defective when taken singly; but he justly holds that if both are purified of their errors and the residue combined as Christianity combines them they form together the true ideal
of life. It is a sane and altogether useful and pleasing book. (Fleming H. Revell Company, New York.)

Immanuel Kant, by Friederick Paulsen. We desire to call the special attention of teachers to this book. It is one of the best works on the great philosopher and his works. It gives a sufficient sketch of his life and also a good outline, exposition, and criticism of his leading ideas. Misconceptions are not lacking; but the total impression given of Kant's work and its significance is correct. The value of the book becomes more apparent the longer it is studied. Philosophy of Conduct, by George Trumbull Ladd, is, like all the works of this author, a valuable contribution to knowledge. There are few, even among professional readers, who would not gain something from reading it. It may be questioned, however, whether the author, in his zeal for rigorous loyalty to the moral ideal, always fully realizes the indeterminate character of many practical problems.

India, Old and New, by E. Washburn Hopkins, one of the two greatest Indianists of America, is solid and scholarly. Its dozen dissertations relate to the literature, economics, sociology, sanitation, and religion of India. The chapter on "Christ in India" discusses most instructively the alleged parallels between Christianity and Buddhism, and also those between Christianity and Krishnaim. It alone is well worth the price of the book. Reconstruction and the Constitution, by J. W. Burgess, is a continuation of his valuable studies in American history. The book will be an indispensable contribution to the apparatus of the younger historian and student, and at the same time a stimulating study for those who, by their more advanced age, were permitted to participate in the work of reconstruction after the Civil War. The Apostles' Creed, by A. C. McGiffert, deals with a theme which has received much attention from expert scholarship in recent years. The author is careful in investigation and independent in thought, and while some of his conclusions may be open to challenge, his book as a whole can hardly fail to be rated by competent readers as a very worthy monograph. (Charles Scribner's Sons, New York.)

Russian Political Institutions, by Maxime Kovalevsky, gives a clear and readable account of the internal development of Russia from the beginning of its history to the present time. The book is a welcome contribution to historical literature, as no previous work in English covers this ground. It is, however, a book for the special student rather than the casual reader. (University of Chicago Press, Chicago.)

The great loss sustained by the University in the death of the Hon. Alden Speare occurred too late to receive proper recognition in this number of Bostonia. In the July number a portrait will be presented, with a sketch of his life and of his important services to the University, of which he was an Associate Founder.

Special attention is called to the article by Dean Huntington which was called forth by an editorial in the January number entitled "Is the American College about to Abdicate?" Dean Huntington shows that the College of Boston University is not of the class at whose policy our editorial was aimed.
THE GOSPEL "TEAM." — SCHOOL OF THEOLOGY.
THE consolidation of BOSTONIA and Boston University Notes was effected by order of the Trustees at the suggestion of the editors and managers of the two periodicals. The first issue of the resulting magazine will appear in July. The name BOSTONIA will be retained, but it is hoped that all the best features of both magazines will be perpetuated, and new features will be introduced, of interest to all concerned.

A TWENTIETH CENTURY TRAVELLER’S GUIDE TO BRITAIN.

The scientific spirit of the last fifty years has affected every kind of literature in intimate and significant ways. Poetry, fiction, and theology are by no means the only fields in which the influence of scientific methods and scholarly research is felt. Such odd nooks and corners of literature as are represented by travellers’ handbooks have felt the transforming influence of the new spirit; and the essays on geography, geology, physical history, and climatic conditions, prefixed to the later editions of the well-known red-covered “Guides,” show that the sightseer and view-hunter of the twentieth century demands something more than notes on distances, diligence fares, historical references, and quotations from Byron and Ruskin.

The handsome volume on “Britain and the British Seas,” which D. Appleton and Co. have just added to their admirable World Series, though not intended as a guide-book, should go far to meet the requirements of the ever-increasing number of those visitors to Britain whose interests are not confined to round-trip itineraries and the exact number of miles between hotels where meals are good and prices reasonable. The author is the editor-in-chief of the series, Mr. H. J. Mackinder, M.A., Reader in Geography in Oxford University, and his work is in every way a notable addition to the very small library of books for travellers, written on a thoroughly systematized method, in which the reader is gradually led on from a consideration of the geological structure and physical configuration of a country to the higher developments of civilization and religion.

Mr. Mackinder attempts the difficult task of giving a complete geograph-
ical synthesis of Britain, and he achieves eminent success. From one central standpoint he discusses the phenomena of topographical distribution relating to British seas, rivers, weather, climate, races, history, and what he calls the dynamical aspects of British geography—that is, the strategic and economic; and with this mass of material and the immense variety of data involved he deals on one uniform method. Timely and suggestive are the closing chapters on Imperial Britain viewed in the light of the physical and historical relations of the country. Mr. Mackinder argues that the topographical movements of geological revolution are among the potent causes of analogous revolutions in history.

The author's crisp, clear style, his power of literary expression, and his genius for illustration and exemplification make his work from the first chapter to the last everywhere interesting and in many places delightful.

IN GENERAL.

Roswell Raymond Robinson

Mr. ROBINSON, who was recently elected a Trustee of Boston University, traces his ancestry back to early colonial times, and counts among his forefathers a soldier of the Revolution. Since 1643, when his immigrant ancestor settled at Rehoboth, the family has been prominent and active in the national wars, in political life, in church work, and in manufacturing and business enterprises.

Mr. Robinson was born at Taunton, Mass., March 8, 1835. He was educated in the public schools of that town and at Bristol Academy. At the age of seventeen he obtained employment in a large store in the capacity of cashier and bookkeeper of the establishment, soon becoming one of the buyers. Afterward he was the treasurer of the Bay State Screw Company, of Taunton, for two years. In 1861 he and his brother Frederick became interested in the business of toilet soap-making, established by Frederick R. Robinson nine years before, which has been successfully conducted since that time. The Malden factory was erected in 1892, and another large building in 1901. The business of this firm, because of just and careful management, has been continually successful.

On February 25, 1862, Mr. Robinson was united in matrimony, by the Rev. E. O. Haven, D.D., afterward Bishop, with Miss Jane Augusta Rogers, who fully shares her husband's benevolent ideas and interests. Their children are Helen Raymond, and Mary Fairfield, wife of Mr. John W. Linnell, Jr., of Malden.
Mr. Robinson has for a considerable term of years been an active factor in the business and charitable life of Malden. He is a director in the First National Bank of Malden and the Malden and Melrose Gas Light Company, and a trustee and the vice-president of the Malden Savings Bank. He has served the city in the capacities of school committee member and sinking-fund commissioner. He has been treasurer of the Royal Arcanum, of the United Workmen, of the Deliberative Assembly, and of other Malden associations; and the Boston City Missionary and Church Extension Society of the Methodist Episcopal Church was the recipient of his services in the same capacity for some years. He has been a director of the Young Men's Christian Association and a member of its building committee. At the present time he is a trustee of the Centre Methodist Episcopal Church and the treasurer of its Official Board, a trustee of the Belmont Methodist Episcopal Church, a manager of the Industrial Aid Society and of the Home for Aged Persons, a member of the Methodist Social Union, the Home Market Club, the Charitable Mechanics Association, and various historical and patriotic associations.

The interest of Mr. Robinson in good causes has been steady and most helpful. He has been closely identified with almost all of his city's philanthropies. Quiet, modest, and utterly free from ostentation, he has yet been a strong influence in business and philanthropic enterprises. He has been especially devoted to the work of the Centre Methodist Episcopal Church. He long ago accepted the doctrine of stewardship, and has, therefore, been a most liberal contributor of his means to good causes. It has been his habit to take the organizations with which he becomes identified upon his heart and to carry them there in earnest sympathy. In him Boston University will have a Trustee whose business experience will make him a wise counsellor, and whose conscientious and generous purpose will make him a helpful supporter of all plans for enlarging its influence.

James Noel Brown

Mr. JAMES NOEL BROWN was born in Camarthen, Wales, on May 21, 1850. His father, James Bowen Brown, inheriting from a sturdy ancestral line that fervent religious temperament, that passion for liberty, and that love of nature, music, and poetry which are so characteristic of the Cymric branch of the great Celtic race, devoted the years of his early manhood, prior to his removal to New York in 1850, to the profession of teaching. Settling in Brooklyn, the young schoolmaster, with his excellent wife, Emma Ready (who was born of good English stock and confirmed as a communicant of the Church of England in the ancient minster of Gloucester), almost immediately
became identified with the deeply interesting problem of founding and extending Christian churches in the rapidly growing neighborhoods of the great metropolitan centre. As treasurer, exhorter, class-leader, Sunday-school visitor, and Bible-class teacher, until he was past eighty-four, he built more than thirty years of strenuous life into the history of four successive churches.

It is no wonder that a second son, Mr. Frank L. Brown, breathing the atmosphere of such a home, after acquiring a competency, has recently retired from active business life, in order to dedicate all his time, after the manner of St. Francis of Assisi's Third Order, to lay Christian work in the field of his father's activity.

James, the elder son, reared in the same bracing intellectual and spiritual atmosphere, has been providentially fitted for the higher positions of lay support, management, and direction of metropolitan Christianity. Matriculating, in his early and formative period, for his chosen vocation of banking, with an old Wall Street house, whose traditions are as firm and whose curriculum as rigid as those of Kings at Cambridge or Christ Church at Oxford, he took his degree in due course and gained his fellowship in that famous American school of finance, which is second to none in the whole world. Grasping the commercial significance of the West, he removed to Omaha, and gave four years of close postgraduate study to the people, to the social, industrial, commercial, and financial institutions, and especially to the natural resources of the great mid-continental areas,—that fabulously rich collateral on which such an enormous aggregate of capital has been borrowed from the rest of the world.

Returning to New York, the financial centre of the continent, if not of the world, he brought in himself a combination of Eastern conservatism with Western breadth of view and energy, which accounts for the steady growth and prosperity of the banking-house of James N. Brown & Co. Mr. Brown's increasing business responsibilities have not lessened his interest in Christian work. President of four banks, director in two others, president of a trading company whose steamers ply between New York and Africa, he is also president of the Board of Trustees of Nostrand Avenue Methodist Episcopal Church in Brooklyn, president of the Brooklyn Methodist Social Union, chairman of the finance committee of the Brooklyn Church Society, and trustee of the Methodist Hospital of Brooklyn, in all of which last-named enterprises he is known as a liberal contributor.

Mr. Brown has a palatial residence in New York Avenue, Brooklyn, and a beautiful summer home on an old colonial estate near Lyme, Conn. He has a wife and three daughters. Mrs. Brown is descended from an old Brooklyn family, to which General Greene of Revolutionary fame belonged. The eldest daughter is the wife of Professor William Updike Vreeland, of Princeton University. The second daughter was educated at the Woman's College of Balti-
more, and Smith College, and the youngest has recently spent a year in foreign travel, and in the study of modern languages at Geneva, Switzerland.

Still in his prime, his lifelong and intelligent sympathy with the ideals of Boston University, his broad and progressive views, his modern spirit, and his rare business and financial ability will contribute strength, wisdom, and character to the Board of Trustees.

Mrs. Isabel Poland Cushman

MRS. CUSHMAN, another new Trustee, is a native of Vermont. She was born at Morrisville in that state, and her home was in St. Johnsbury for many years before removing to Boston in 1889. While her home was in Vermont Mrs. Cushman was identified with many of the educational and philanthropic movements both in the town of St. Johnsbury and throughout the whole state. She has spent some time in Washington, D. C., where her father, the late Chief Justice Poland, represented his state for many years in both branches of the national legislature.

Since her residence in Boston Mrs. Cushman has interested herself in many of Boston's charitable institutions, being a director in several of them. For the last four years she has been the president of the Massachusetts Society for the University Education of Women, to which office she has just been re-elected. Mrs. Cushman is a member of the South Congregational Church (Unitarian). She has three children living.

Mrs. Cushman has been twice married, her first husband being Hon. Andrew E. Rankin, well known in educational circles in his native state. He died in 1888. Her present husband is Henry Otis Cushman, of the Suffolk Bar, and at present instructor in the Boston University Law School.

THE DEPARTMENTS.

College of Liberal Arts

THE Exchange Bureau of the Young Woman's Christian Association of Boston University is an organization whose special object is to aid worthy and needy young women students in finding employment by which to pay their expenses during their college course. It has already done good work. It invites all our readers to co-operate by employing these young women whenever possible. The struggles of some of these heroic young women for an education are both pathetic and worthy of all admiration.
The fifth volume of the "Kritischer Jahresbericht über die Fortschritte der Romanischen Philologie," 2. Heft, edited by Prof. Karl Vollmöller and published by Junge & Sohn, Erlangen, Germany, which has just appeared, contains the first part of a lengthy article on Canadian-French, "the language and literature of the past decade, with a retrospect of the causes that have produced them," by Professor Geddes. The bibliography on the entire subject is the latest and most complete that has yet appeared.

An "Anthology of Russian Literature," by Professor Leo Wiener, of the College of Liberal Arts, is to be published early in 1902 by G. P. Putnam's Sons. This is the first work of its kind to be undertaken in English. It will give extracts, but more often complete productions, from all writers who have had an important part in the development of Russian letters, from the period preceding the nineteenth century up to the present time. Professor Wiener is well known in Boston and Cambridge. He has written for the Transcript for several years past, and has contributed to the philological periodicals of America, England, Germany, Austria, and Russia. He is the author of a "History of Yiddish Literature" and editor of "Songs from the Ghetto."

School of Law

Prof. Victor H. Lane, of the University of Michigan, has been appointed to deliver a course of lectures on the Law of Evidence, to fill the place made vacant by the death of Prof. James W. Eaton.

Prof. Frank Goodwin, the lecturer on Real Property, was able to begin his work in the school at the opening of the winter term, after an absence of three months owing to a serious operation on his eyes.

The class which entered with the opening of the thirtieth year, October 2, 1901, consisted of approximately 125, including two women; and the percentage of college men was larger than the average. At the present time there are in the school seven graduates of the Liberal Arts Department of the University.

Col. Charles K. Darling, for several years the instructor in Criminal Law, was compelled to resign his position on account of the pressure of outside work. The vacancy thus made has been filled by the appointment of Edward C. Stone, Esq., of the Suffolk Bar. Mr. Stone graduated from the Law School in the class of 1900, and was the winner of the second prize of $250 offered to non-college men of his class.
Prof. George E. Gardner (A.M., Amherst, 1892), Dean of the University of Maine Law School, has accepted the professorship in Contracts and Evidence in this school. Professor Gardner has been at the head of the Maine Law School for the past four years, and under his administration that school has grown and broadened until it now offers the complete course in the study of the profession. Previous to his election as Dean of the University of Maine Law School, Professor Gardner was connected with the Law School at the University of Illinois.

The library has been steadily gaining in importance and has been brought from year to year quite up to date. It now occupies commodious quarters on the first floor of the new building, and the choicest of the new books are constantly being added to its shelves.

One of the most recent and valuable additions to the curriculum is the course in bacteriological technique. The students of the second-year class spend twelve hours a week for five weeks of the spring term in the bacteriological laboratory. Each student prepares for himself all the various culture media, inoculating and cultivating the same, isolating bacteria, and performing all the manipulations which are connected with the subject. Not only do the students obtain valuable instruction along a special line in this course, but they get a training in technique which will be of inestimable value to them in their future lives as physicians or surgeons.

The School of Medicine sustained a heavy loss this winter in the sudden death, February 8, of Prof. Alonzo Boothby, M.D., of the department of gynaecology. Dr. Boothby was a member of the original faculty of Boston University School of Medicine, and was connected at various times with the departments of anatomy, surgery, and gynaecology. He was recognized as one of the active members of the faculty, his energy was untiring, and his loyalty to the school was marked. He displayed great courage in upholding his opinions, but no one was more ready, when convinced, to acknowledge his position untenable. His interest in the students was more than that of a mere instructor; it was that rather of a warm friend.

In addition to his work for the school he was, throughout the greater part of his professional life, actively interested in the work of the Homœopathic Medical Dispensary, being for years at the head of one of the most important departments, and filling the position of chairman of the executive committee. For twenty years Dr. Boothby was a member of the staff of the Massa-
chusetts Homœopathic Hospital, severing his connection in 1897 in order to devote his energy to his own private hospital, an institution which, under his successful management, has made an enviable record. Dr. Boothby was best known as a surgeon. He began his career as a member of the medical staff of the army, in 1862.

School of Theology

Dean M. D. Buell and Mrs. Buell are booked to sail for Liverpool on April 10. The Dean’s leave of absence continues until Matriculation Day, but he expects to reach Boston rather earlier than that date, sailing from Liverpool on September 27. He leaves the school in the enjoyment of its largest enrollment, which numbers 197.

Students and faculty will heartily welcome home Dean Buell and Professor Mitchell in the early autumn. The latter has been in Europe and Palestine enjoying his Sabbatic year. While in Palestine he has occupied the honorable post of Director of the American School of Oriental Studies in Palestine, with headquarters in Jerusalem.

Eight members of the senior class of the School of Theology, acting under an impulse as spontaneous and original as that which led to the formation of the now famous “Gospel Ten,” with the consent of the faculty devoted the month of February to evangelistic labors at five Methodist colleges; viz., Lawrence, Albion, De Pauw, Baker, and Allegheny, in response to earnest invitations from those institutions. The name “Gospel Team,” which reminds one of Paul’s frequent use of Greek athletic terms, suggests downright earnestness, unity of aim and solidarity of impact, and doubtless did much to prevent the aversion which undergraduates would have felt had a more conventional term been employed. The names of the men were F. L. Mills (Wesleyan); F. N. Miner (Albion); G. L. Davis (Ohio Wesleyan); Richard Evans (Lawrence); W. O. Allen (Syracuse); C. E. Folk (Delaware); J. S. Dancey (Illinois Wesleyan); and L. O. Hartman, manager (Ohio Wesleyan). Mr. Dancey was unavoidably hindered from going with the “Team” (except to Baker), but fortunately his place was ably filled by D. D. Hoagland (Northwestern). The men combined strong scholarship with some practical experience in preaching and pastoral work, and, judging from reports from officials of the institutions visited, they were very effective in their work in a confessedly difficult field. The whole movement well represents the aggressive evangelistic spirit of the school, including faculty and students, and commended itself to the practical business men of various denominations, who gave it their generous financial support.