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
thrumming heart of man? I make answer for him, and say, In the
dark gray city.

LONGFELLOW
AUSTIN BARCLAY FLETCHER, A.M., LL.D.
AUSTIN BARCLAY FLETCHER, A.M., LL.D.

AUSTIN BARCLAY FLETCHER was born in Mendon, Mass., March 13, 1852. He is the son of Asa Austin Fletcher and Harriet Edna (Durkee) Fletcher. The Fletcher family of the United States sprang from splendid historic stock. It furnished one of the first Colonial Governors of New York,— Colonel Benjamin Fletcher, at the close of the seventeenth century,— and more than a dozen members of this family have been Governors of various States. Its representatives have sat in both houses of Congress, in the highest judicial offices, and have been prominent in our military and naval services. Austin B. Fletcher is a direct descendant of Robert Fletcher, who settled in Concord, Mass., in 1630. He has been the president of the Fletcher Family Union for the past sixteen years. His mother came from a Connecticut family, many members of which, including Captain William Durkee, of Bunker Hill fame, served in the War of the Revolution.

Mr. Fletcher entered Tufts College in 1872. In his special field of excellence—that of oratory—he won every prize for which he was permitted to contend during his college course. The celebrated Professor Lewis B. Monroe was then Dean of the School of Oratory of Boston University, and he was generally on the committee to award the prizes for oratory at Tufts College. Upon his personal solicitation, young Mr. Fletcher, when he was graduated
from Tufts, in 1876, entered Boston University to continue his studies in oratory, and within a year he was put in charge of classes which up to that time had been taught by Professor Monroe. The following year he succeeded Professor Monroe as teacher of elocution in the Theological School of Boston University, and afterwards lectured upon Forensic Oratory in the Law School; subsequently he was graduated from three postgraduate departments of Boston University,—the School of Oratory, the School of All Sciences, with the degree of A.M., and the School of Law, with the degree of LL.B. In 1899 Tufts College conferred upon him the degree of LL.D.

He was admitted to the Massachusetts Bar in 1880. He devoted a part of his time also to teaching at Boston and Brown Universities, until 1882, when he decided to remove to New York, where he married Miss Hortense M. Follett. Mr. Fletcher became connected with the largest corporation of its kind in the country, known as the Bronx Wool and Leather Company, with a capital of $1,000,000 and a working force of nearly five hundred men. He accepted the treasurypship of the company, before entering upon the practice of law in New York. Soon after, Mr. Fletcher was called to the presidency of the corporation. Assuming office at a time of business depression which called for executive ability of the highest type, Mr. Fletcher made for himself a wide-spread reputation as an astute, conservative, energetic business man.

At the end of 1884 Mr. Fletcher insisted upon resuming the practice of law, and from that time he has had a career of uninterrupted success. Few members of the New York Bar have a better practice, and none enjoy more generally the confidence and respect of their clients. His success is attributed to his untiring industry, his large, broad, and accurate business instincts, his fine legal equipment, and to that best of all qualities in every profession and business,—the tact which makes and attaches friends. He is largely engaged in corporation work, has been unusually successful in reorganization enterprises, is the trustee for estates valued at several millions, and the counsel for a very large number of banks and trust companies in the territory extending from Cape Cod to Pennsylvania.

Mr. Fletcher was elected to succeed the late Governor William E. Russell as a Trustee of Boston University. He is president of three large corporations; is a director in various banks and corporations; is first vice-president of the New England Society of New York; is a member of the Lawyers' Club, the New York Athletic Club, the Metropolitan Club, the Union League Club, and he is a Knight Templar. He has never sought public office, and the time which he is able to give to outside matters is mainly devoted to educational and philanthropic enterprises.
The presence of men of such commanding ability and influence on the Board of Trustees of Boston University is a guaranty that the financial interests of the University will be carefully conserved, and that the general administration of the University will be in accord with the methods of the most successful modern corporations.

THE PRESENT ESTIMATE OF GEORGE SAND.

Professor James Geddes, Jr., Ph.D.

I. CENTENARY OF THE AUTHOR’S BIRTH.

ABOUT one hundred years ago several brilliant writers of the romantic school in France were born. In 1899 the centenary of the birth of Balzac was observed. Numerous editions and translations of his works appeared that year in many countries. In 1902 the one-hundredth anniversary of the birth of Victor Hugo was the occasion of marked literary observance both in France and in other countries. Last year the centenary of the birth of Alexander Dumas was observed by the unveiling of a monument in his honor at Villers-Cotterets, his birthplace. This year appropriate ceremonies have marked the centenary of the births of Sainte-Beuve and George Sand. It may well be questioned whether four contemporary nineteenth-century novelists can be named in any other country whose productive capacity as well as literary success can match that of the four just mentioned.

Ten years ago the voluminous correspondence of George Sand was published. This was the occasion of a number of literary tributes to the celebrated novelist from her admirers, as well as of commemorative articles from those who had known her personally. Among the latter was Théodor Benzon (Mme. Blanc). She relates that in 1878, two years after the death of George Sand, Camille Doucet, the permanent secretary of the Institute of France, proposed that the subject to be chosen by the French Academy for the next competition in eloquence should be George Sand. The proposal was not accepted, on the ground that it was too soon after the writer’s death. About the time of the publication of the author’s correspondence, six years later, the same proposal barely escaped being met with the words: “It is too late.” Thus, in so short a time, has fashion treated a novelist whose popularity for two generations was well-nigh unrivalled. In a similar way Lamartine’s fame for a time suffered an eclipse, but he has largely regained to-day the prestige he enjoyed of old. Will the same be true of George Sand?
II. EARLY INFLUENCES.

Had all gone smoothly with the novelist when a child, it is not unlikely that France would have lacked the most forceful literary exponent among her women of the nineteenth century. In her life cause and effect are strongly marked. Her youth was not happy, for the rivalry between her aristocratic grandmother and her own plebeian mother caused her to suffer. At times she was much alone; at times she joined in the homely amusements of the peasants of her age, her only playmates. This desultory bringing-up was brusquely interrupted when she reached the age of fourteen. She was then sent by her grandmother to a convent, where she spent three years. The experience there at that impressionable age influenced her way of thinking in the direction of mysticism and religion. Upon her return home she found herself free to range at will through the house library, filled with the works of poets, moralists, and philosophers. It is not difficult to understand why, in the state of mind in which she returned from the convent, the works of Shakespeare, Byron, Leibnitz, Spinoza, and especially of Chateaubriand and Jean-Jacques Rousseau, impressed her profoundly. If, as is sometimes said, modern pedagogy, by reason of attaching so much importance to methods and to exact science, thus securing a dead level of uniformity, inevitably results in killing the imagination, then George Sand was indeed privileged; for her imagination, her strongest quality, seems to have been developed by a course of reading which in its indiscriminate character was unique.

In 1822 an arrangement was made by which she married M. Dudevant, a country squire, rough and coarse in his tastes. Continual quarrels led to a separation. Mme. Dudevant started with her two children, in 1830, for Paris, to earn her own living. In 1832 her novel Indiana, the first of her sociological writings, made her pseudonym of George Sand well known. It is customary to divide the work of this author into four periods or divisions. This classification is purely artificial; as regards time it is inaccurate, inasmuch as certain works date outside of the period of classification. Nevertheless, it is convenient and sufficiently correct to give an adequate idea of the author's work as a whole.

III. FIRST MANNER.

To the first period, 1831-1840, belong the sociological novels: Indiana; Valentine, 1832; Lélia, 1833; Jacques, 1834; André, 1835; Leone Leoni, 1835; Simon, 1836; Maufrat, 1837. These works, the direct result of her unfortunate married life, echo the cry of a wounded heart, young and ardent. Their key-note is love, but love unsatisfied, and dissatisfied with the social
conventionality that brought to the victim so much unhappiness. They are subjective and in the genuine romantic vein because of their spirit and the individuality which characterizes them. Romance and passion predominate; and naturally, for it will be remembered this was the time when the romantic movement led by Victor Hugo and Théophile Gautier was in all its glory. In other words, unconventionality, not to say exaggeration, in literature was the order of the day. These works of the first period deal principally with the unappreciated wife, the tyrannical husband, and in contrast with him, the ideal lover. It is hardly to be wondered at that George Sand should picture love as something which man cannot dispose of and which the human heart receives from on high to bestow upon the creature of his choice here below. Love, according to her, neither calculates nor reasons, but makes known its divinity through its very violence. Herein lies the obvious sophistry of these works. Therefore the conservative elements of society and the Catholic Church placed them under the ban. Even to-day there are certain bookstores in Montreal and Quebec in which not only are these novels unattainable, but not a single one of the entire répertoire of this author can be had. To the modern reader, the attacks in these novels that were thought at the time to be directed against one of the fundamental institutions of society appear to be directed against the system of marriage in France, the mariage de convenance, which is still productive of unhappy results. Moreover, these novels do not contain much that appeals to us to-day; the characters are feebly traced, the idealism is vague, and the plot improbable, as in Indiana, or false, as in Jacques, and in Lélia, the novel of the series which had the greatest success. There are, nevertheless, scenes and passages here and there in all of these books that seem inspired and reveal a master-hand.

IV. SECOND MANNER.

During the last years of the reign of Louis Philippe, between about 1840 and 1848, a change is noticeable in the trend of George Sand’s novels. The intense subjectivity that characterizes the sociological productions gives way to broader sympathies and aspirations. She has given vent to her pent-up feelings, and now begins to show the influence of her environment. Love still forms the central theme, but the author desires not only to set right the social wrong, but all abuses in society. She would abolish class distinctions and make possible universal brotherhood. In these writings the influence of Lamennais’ humanitarian Christianity is plainly felt. So, too, is the revolutionary spirit of her lawyer Everard (Michel de Bourges), as well as the socialism of Pierre Leroux, Barbés, and Jean Reynaud. She is in open re-
bellion against every kind of slavery. Her admiration for the author of *Uncle Tom's Cabin* is unbounded. She creates a social and humanitarian novel in which is depicted a golden age brought about by the fusion of classes. The difficult problem of uniting these different factors which constitute society is solved artlessly and naively—by love: a fine young fellow, either a workman or a peasant, loves a rich and noble young lady. They marry and the question is settled. To this period and class belong *Les Lettres de Marcie*, 1837; *Spiridion*, 1838; *Les Sept cordes de la lyre*, 1839; *Le Compagnon du tour de France*, 1840, in which a maiden belonging to the nobility resolves to marry a plebeian in order to become a member of the lower class; *Horace*, 1842; *Consuelo*, 1842, the most popular of the group and due to her long intimacy with Chopin (the political theories and socialism in this story occupy a rather more subordinate place than in the other books of this class); *La Comtesse de Rudolstadt*, 1843; *Le Meunier d'Angibault*, 1845, in which a mechanic refuses the hand of a young countess because she is a representative of the wealthy class, with which he will not identify himself (fortunately, the young lady becomes poor; thus the barrier is removed, and the two young people are permitted to enjoy supreme happiness); *Lucrezia Floriani*, 1847; *Le Péché de M. Antoine*, 1847; and twenty others less known. In the works of this period the author is not yet on her native heath. She is manipulating the ideas of others with whom she sympathizes because of her love of humanity. The nebulous political theories are tiresome; the arguments in support of them no less so; the preponderance given to such dissertations seriously impairs the effectiveness of the story. As a whole, to the modern reader these novels possess the least interest.

V. Third Manner.

Within this second period, however, and the forerunner of better things, certain passages in *Le Meunier d'Angibault* and in *Le Compagnon du tour de France* announce the third period, that of the pastoral novel. This period, 1848–1860, moreover, is anticipated by *Jeanne*, 1844, rightly considered a masterpiece; and by one of the finest idyls in French literature, *La Mare au diable*, 1846. It would seem as if the author had wearied of the excitement and strenuousness imposed upon her by the works of the first two periods, and after the stormy events of 1848 had found instinctively her own manner. This is exemplified in the pastoral novels and stories which appeared between 1848 and 1852, preparing naturally the way for the well-known novels written towards the close of her life. *La Mare au diable*, *La Petite Fadette*, 1849, and *François le Champi*, 1850, have been called by Sainte-Beuve the Georgics of France. It is with country life that George Sand is particularly
at home. Here she is at her best. Her early life among the peasants of Berri, her fondness for nature, fostered by the reading of Jean-Jacques Rousseau and Chateaubriand, can be divined in these beautiful idyls of country life. Of all the author’s works, they are those likely to perpetuate longest her fame. This is the verdict of the literary French public. It is also concurred in by the school public in America, if one may judge by the texts published here for school and college use. There are three annotated editions of *la Mare au diable*, two of which are published in Boston and one in New York. There are also school editions of *la Petite Fadette* and *François le Champi* published in New York. To works of this lyric character may be added *les Maîtres sonneurs*, 1852. Within this period may be mentioned four novels, pure and simple, free from doctrinal discussions and leading up to the author’s final manner: *Teverino*, 1848, a fanciful creation; *Piccinino*, 1848, a novel of adventure; *Filleule*, 1851, and *Mont Revêche*, 1851, imaginative stories. Of the other works down to 1860, the *Histoire de ma vie*, 1854, published in one edition, in thirteen small volumes, is most interesting in connection with the evolution of the author’s genius; *Elle et lui*, 1858, has a peculiar personal interest, as has also its pendant, *Lui et elle*, 1859, by Paul de Musset; and *l’Homme de neige*, 1859, illustrates her predilection for the stage and theatrical life—so often displayed in other books: *Consuelo*, *Teverino*, *Pierre qui roule*, and *le Beau Laurence*.

The pastoral novels, with all the charm of poems in prose, depict in a strikingly effective way the peasants of Berri and their surroundings. All is somewhat idealized, yet without impairing the faithfulness to nature of the characters and the scenes. It has been said, and truly, that George Sand has not in all her writing created a type, in the sense that Balzac created a *père Grandet*. Undoubtedly idealism is partly responsible for this, for her characters are less distinct, more unsubstantial, than those of the great realist. Nevertheless, because George Sand’s characters are more poetical and less real than those of Balzac, they are none the less in their way quite as true. The three periods just described represent the three chief sources of inspiration in George Sand’s work: love characterizes her earliest manner, the sociological novel; a passion for humanity is the dominant trait of the socialist novel of the second period; her passion for nature is the key-note of the pastoral novel.

**VI. FOURTH AND LAST MANNER.**

To the last period, under the Empire, and after its fall, to the author’s death, are usually ascribed *les Beaux messieurs de bois doré*, 1858; *Jean de la Roche*, 1860; *le Marquis de Villemer*, 1861; *la Famille de Germandre*, 1861,
well known to most of our pupils because of the edition published in this city; Mademoiselle de la Quintinie, 1863; Confessions d'une jeune fille, 1865; Mademoiselle Merquem, 1870; Journal d'un voyageur pendant la guerre, called forth by the Franco-Prussian war of 1870; Nanon, 1872; Marianne, 1876, which in a New York edition has long done good service as a text. These novels combine some of the best traits remarked in the works belonging to the three preceding periods. Love is present, as in the novels of the first manner, but lacking the asperity and vindictiveness there portrayed. Age has brought experience and self-control. Love in the author's last manner is gentle and tender. While retaining much of the idyllic, these novels are superior in construction and richer in variety of situation. The scenes, instead of passing merely in Berri, as in the pastoral novels, are portrayed in other provinces. Thus the scenes described in the four typical novels of the period, Jean de la Roche, le Marquis de Villemer, Mademoiselle de la Quintinie, and Mademoiselle Merquem, are laid respectively in Auvergne, the Velay, Savoy, and Normandy. A great many of the author's books were dramatized, notably François le Champi, le Mariage de Victorine, and le Marquis de Villemer. The last two were the most successful. The lyric style of the author, however, beautiful as it is for idyllic composition, is not adapted to the requirements of the drama, and her pieces in general had but slight success.

George Sand's last years were spent at her home in Nohant, in her beloved province of Berri. Here, amid her grandchildren and relatives, she revived the memory of her youth. She had a little theatre built, where her plays were performed for her own amusement and much to the delight of her family and friends. She loved to entertain the children by telling stories. Such simple and artistic tales as those contained under the title of le Château de Pictordou, 1873, les Contes d'une grand'mère, 1876, but left unfinished, and Légendes rustiques, published after her death, were written especially for them. Her home became a pilgrimage for the younger generation of writers who there paid her homage—among them Édmond About, Dumas, fils, and Gustave Flaubert. She passed away in her seventy-third year, 1876, her last words—"ne détruis pas la verdure"—recalling her love of nature, which she had so vividly portrayed in her works.

VII. CONCLUSION.

Of the one hundred and seven volumes written by this indefatigable writer, eighty-four contain fiction, ten correspondence, eight memoirs, and five drama. This list alone goes far to justify the expression applied to her
by her critics,—*lactea ubertas,*— and to give credence to the story of her finishing a novel at midnight and beginning another before going to bed. In the above classification into four manners it has been possible to mention only the most typical works, and to point out those most likely to be cherished longest by posterity. So large a number of works to an author's credit is not calculated to increase his popularity. Moreover, George Sand was essentially a poet, and with some of the Romanticists enjoyed for two generations a vogue rarely equalled. Her note is distinctly subjective. She was peculiarly sensitive to all that surrounded her, receiving impressions, as wax does, from everything that in its way is stronger. Although not closely connected with Victor Hugo and Lamartine, she had relations that were intimate, or well nigh so, with almost every other artist celebrity of the day: Jules Sandeau, the author, Latouche of the *Figaro*, Buloz of the *Revue des Deux-Mondes*, Gustave Planche, the critic, the poets De Musset, Lamennais, Béranger, the musicians Chopin and Liszt. Throughout her writings, just as already pointed out in the socialist works of her second manner, now in one novel, now in another, the impress of these intellectual men for whom she had a strong affinity is noticeable. Her own influence made itself felt abroad, particularly in Russia and in England, notably in the cases of Tourguenev and George Eliot.

After George Sand's death the influence of Balzac and the rise of the realistic school produced a reaction from the once beloved idyllic style. The tendency of our time towards science, accuracy, and terse prose has not been favorable to the idealism, sentimentality, and poesy of writers like Chateaubriand, Lamartine, and George Sand. At present the latter's place is transitional, with the chances likely of a reaction in her favor. It is hardly conceivable that the taste for the absolute will remain perpetual. Poetry and prose poems of recognized merit have held for ages, and still hold, attention and interest. With the change that time is bound to bring about, conceptions less prosaic, more ideal and poetical, will replace to a certain extent the realistic tendencies of the present day. Then the three eclogues, *la Mare au diable*, *la Petite Fadette*, and *François le Champi*, which before George Sand's death had become classics, will be more read, more appreciated, and more loved than ever.
MISS JULIETTE SMITH was born in North Grafton, Mass. She received her early education in the schools of her native town. Her training was continued in the Worcester High School and in the Boston Girls' High School and the Boston Normal School. For years she was a successful and honored teacher in the schools of the city of Boston. The last few years have been devoted entirely to benevolent work.

Early in life, under the ministrations of Rev. Henry W. Warren, now Bishop Warren, she joined the Methodist Episcopal Church, of which she has ever since been an enthusiastic and helpful member.

She has been prominently identified with Sunday-school work, especially in adult and Chautauqua Normal Classes. From its beginning, she gave the Epworth League her hearty support; for the instruction and elevation of its members she introduced and maintained the Epworth Class-meeting.

She has been for years an official member of the Baker Memorial Church, Boston. She is now officially connected with the New England Branch of the Woman's Foreign Missionary Society, the New England Conference of the Woman's Home Missionary Society, the Boston Young Women's Christian Association, the New England Deaconess Training School, and the Upham's Corner Woman's Christian Temperance Union, besides being affiliated with other philanthropic organizations.

In January, 1904, she was appointed a Trustee of Boston University to fill the vacancy caused by the resignation of Professor Sara A. Emerson, of Wellesley College.

Miss Smith's valuable experience in educational matters and her genuine sympathy with earnest college students fit her admirably for her responsible position on the Executive Board of Boston University. Already the University has felt the beneficent influence of her membership in its Board of Trustees. The friends of the University are highly gratified that the name of Miss Juliette Smith is to have an honored place in the list of noble women whose gracious presence on the Board of Trustees of Boston University has done so much to give the University its present commanding place in the community.
AMERICANIZATION IN PORTO RICO.

Everett W. Lord, A.B.,
Assistant Commissioner of Education in Porto Rico.

For more than a century the American Republic has been Americanizing Europeans who have come to her shores. Millions of embryo citizens have come through the gates of Castle Garden and have become in a few years a part of the great American people—so integral a part in most cases that they and we have forgotten their alien birth, have dropped the qualifying adjectives, and have known them all as Americans.

But when, five years ago, the representatives of victorious America and conquered Spain agreed upon a treaty of peace in accordance with which a million or more Spanish subjects in Porto Rico were transferred to the sovereignty of the United States, a new work in Americanization had to be undertaken. The immigrant who came to our shores came because he was convinced that our land and our government were better than his; all that was old he left behind, and with all things new it has not been hard for him to adopt new customs and adapt himself to new conditions. But the Porto Rican remains in the home of his ancestors, and so retains his old associations and customs. Only the government is new, and sometimes perhaps he has reason to doubt whether that change is for the better. He knew the ways of the Spanish officials and could understand their methods, even if he did not always approve of them. And the Spanish government in Porto Rico was not altogether bad; at worst, it was about as good a government as was given to the Spanish people on the Peninsula, and Porto Ricans were not, as a rule, dissatisfied with it. They had not the liberty that American citizens enjoy, but they had Spanish citizenship and some voice in both local and national government. Porto Rico had representatives in the Spanish Parliament whose standing was equal to that of any members of that body. The local government spent comparatively little money on public improvements or on education, but these things did not appeal to the people as prime necessities. The government supported the church, which in turn sustained the government. The pageantry of a vice-regal court which was maintained at the capital pleased the people. There were exceptions, of course, but the people as a whole were contented with their lot. There were a few unimportant uprisings, but never any serious insurrection against Spanish dominion. Still, Porto Rico is too near the American continent not to have felt the influence of American ideas of liberty, and a considerable
number of her citizens suffered severe punishment for opposing the government and for advocating a larger freedom.

But with the new order the pomp and ostentation of monarchical government disappeared, and in their place have come the rushing, business-like, but severely practical methods of Americans. So long as the military government lasted the difference was less noticeable; but the civil officials wear no gold lace, they walk the streets like common mortals, and they “do things” personally, instead of leaving them undone or depending upon their clerks and subordinates to do them. This is almost incomprehensible to the average Porto Rican, and he regards it as evidence that the American is, at best, ill-bred and not a fit associate for gentlemen.

Besides this, the American government has not brought to Porto Rico all that was expected. Most of the Porto Rican people had extravagant ideas of the liberty they were to receive, expecting it to relieve them of every burden. When they found that taxes were collected just as regularly as of old, and that it was no easier to earn a living under the American flag than it had been under Spanish rule, they were undoubtedly disappointed.

In some ways, too, the new government seemed to be more arbitrary than had been its predecessor; for example, the health officials imposed upon the people most stringent rules in regard to what seemed purely personal matters. The Spanish government had never concerned itself with such petty affairs as inspection of bakeries and meatshops and regulations prohibiting spitting on the sidewalks. And the school authorities, while promising the blessings of the American public-school system, insisted upon enforcing a discipline that was unknown and unwelcome both to teachers and pupils. The teachers were required to work every school-day in the year, including the numerous saints’ days and religious fiestas, and the pupils were required to attend school. New methods of teaching were introduced, and superintendents employed to enforce the new rules, and to maintain the standard set by the American commissioner.

Besides all such grievances, there are others more real. Porto Ricans have lost their standing as Spanish citizens, but they have not received American citizenship. They are not even allowed to become naturalized Americans, since the United States courts have refused to issue naturalization papers to them on the ground that they have no foreign allegiance to renounce. It is not surprising that so evident an injustice should be resented by intelligent and patriotic Porto Ricans. While Congress has dealt liberally with Porto Rico, giving the insular government the total income from customs and internal revenues, the neglect or refusal to accord the people a satisfactory political status has created a feeling of bitterness which will long
exist. The political parties of the island are in agreement upon but one thing,—they urgently demand American citizenship and that Porto Rico be recognized as a territory of the United States, with statehood as the ultimate goal. That such recognition would at the present time deprive the island of the greater part of its income appeals to the people less than does the humiliation of their peculiar position.

But in spite of these things Porto Rico is becoming Americanized. The public schools are doing much in this direction. Over every school-building in the island waves the American flag, and the American visitor feels a strange sensation of pride as he hears the motley colored groups of pupils lustily singing,

"'Tis the star-spangled banner; oh, long may it wave
O'er the land of the free and the home of the brave."

The English language is taught in every school, and practically every child feels himself an American, and takes pride in accepting the history of the United States as a part of his rightful heritage. The one unhappy feature of our educational work is that we can provide schools for so few; with a "school population" of at least 250,000, we have school accommodation for less than 60,000, and there seems little hope of providing more, since over one fourth of all revenues, both insular and local, are now being expended for school purposes. Unless the national government comes to our aid the greater number of Porto Rican children must grow up without education, and the work of Americanization cannot be rapidly accomplished. The Department of Education is now employing 1,200 teachers, about one eighth of them being Americans and the rest native Porto Ricans. We need at least twice that number of teachers, but there is no money to pay for them. If the federal government would provide for the payment of a large number of good American teachers it would be doing only a duty to its dependent people here, and the returns would be enormous.

Nearly all our American teachers are engaged as special teachers of English in the graded schools. We have a few schools, however, where classes are taught entirely in English, and by American teachers. In these schools the progress of the children in acquiring American ideals keeps pace with their acquisition of English.

Every effort is being made to train the native teachers of the public schools in American school methods, and to teach them English. The Insular Legislature has made special provision for assisting teachers who desire to spend their summer vacation in the States, and a considerable number of teachers have improved this opportunity. We find that a teacher
who has spent some time in the United States usually exerts a great influence in favor of the new life and customs. During the past summer, under the management of the Department of Education, about four hundred and fifty Porto Rican teachers spent five or six weeks in the United States, the greater part of the time attending a summer school. About three hundred of the teachers were at Harvard, and the remainder at Cornell. After their course of study they spent about ten days in visiting points of interest in Boston, New York, Philadelphia, and Washington. It is certain that no one thing has done so much to make popular the new American ideas as has this expedition. The teachers have returned to Porto Rico enthusiastic for America and things American, and each one of them is now a center of influence in favor of the Americanization of Porto Rico.

The newly organized University of Porto Rico, of which the Normal Department is now in operation, will be a great factor in introducing true Americanization. As soon as the other departments of the university can be organized, and something of American college life be introduced, we can secure a firmer hold upon the class of people who must produce intellectual and political leaders. At the present time the greater number of the educated people have received their training in Spain, and, of course, they do not understand nor altogether approve the newly introduced methods.

Porto Rico will not be uniformly American in sentiment until the national government and private philanthropists do more for her welfare than has yet been done; but the time will surely come when all America will be proud of this little island. With the blessings so bountifully given by nature, and with a people of so great intelligence and ability, we may safely look to Porto Rico to give to the world artists, poets, orators, and statesmen unsurpassed and perhaps unequalled in any State in the Union.

EX-GOVERNOR WILLIAM CLAFLIN, LL.D.

As we go to press the sad notice reaches us of the death of Ex-Governor William Clafflin, for so many years the President of the Corporation of Boston University. The speeding years are taking one by one the members of the group of noble men who still serve to connect the present of Boston University with its beginnings of thirty-five years ago. The next issue of BOSTONIA will contain a tribute to the memory of this honored friend and benefactor of Boston University.
A COLLEGE like our own is not through with its alumni when it has turned them forth. The alumni, on their part, are never through with the college; they come back to it, if not in filial service, at least in grateful memory. But the college, hard at work with undergraduates, overlooks too often its concern with those already graduated.

Now the college's chief interest in its alumni has little to do with their gratitude and their gifts. As a matter of good management, the college must consider its graduates not so much benefactors in posse, however welcome and seemly their aid, but as its own products in esse. The main point is not how much the alumni will do for the college, but rather how much the college has done for them. That is to say, the college must learn from its alumni how it is doing its main business.

For while a well-appointed college has many ends, it has only one end that is definitive. Other ends by the score associate themselves,—fiduciary service of various kinds, maintenance of library and museum, support of investigators,—but these all are subordinate; the business of the college is education. As the orchard is there for apples, and the mill for grist, so the college is there for alumni.

And just as truly the college bent on growth will find that of many ways of judging its work, but one is final. The public will judge by endowment and equipment, by numbers, by prestige of one sort and another; and will often judge with apparent fairness. Yet in all approval of this and this feature, and in all disapproval, as well, the college that, with due regard for accessories, cares most for its essential work, will judge itself mainly by output. There is no other standard so severe and so corrective. Because the chief end of collegiate work is the perfecting of men and women, the more simply and certainly they are perfected the better the college. In a word, the institution must judge itself less by resource than by result. For its own bettering it needs to know both what its alumni wish it had been, and what it wishes its alumni were.

These general statements hold for our own College of Liberal Arts. To be sure, a hammer can be judged from its hang without inspection of nails it has drawn or driven; and a yacht can be classed from its lines before they have been wet. And nevertheless, while our College can be judged from its principles and its traditions, from its teachers, from its policies in point of
curriculum and government, still its actual working—not its possible and probable—can be learned best from the qualities of its product.

Now what does close inspection of our alumni reveal? In the first place, with but few exceptions our alumni are at work. Out of the whole twelve hundred, hardly twenty are idlers.

In the next place they have engaged in work that helps others. Most of them, while working for their living, are really living for their work.

Moreover, in their service they bring to bear their college training. While each of our graduates must carry his education into whatever he does, in some callings he can use it with especial directness. One of our recent alumni now works at the bench in a mattress factory; he makes more money than most of his classmates working at the teacher's desk, but he does not employ his college education as fully. Of our graduates, both men and women, two out of every three are doing work in which either aim or instrument is truth as truth.

More explicitly still, about two hundred and fifty graduates are actively engaged in the ministry, in missions, in Christian Associations, and in organized charities. About four hundred and fifty, that is to say, over one-third, have taken educational positions. Of this group more than forty are teaching in colleges, and in professional or normal schools; our alumni have already filled instructorships and chairs and higher appointments in twenty-eight of the leading colleges and universities from Harvard to Leland Stanford, Jr. Of the same group, three hundred more are principals or teachers in high schools, academies, and private schools of equivalent grade. Besides all these, another hundred of our graduates are making themselves felt in law, medicine, and public office. Still others, in smaller proportions, have turned to literary and scientific work, to publishing and journalism.

Again, the spirit in which our graduates are working is of the finest. After all, the real question for the College to ask itself touches not so much our graduates' work as their worth; not where they stand but what they stand for. Have they good sense and staying power? Can they master situations? Are they fair-minded, wide-awake, progressive? Are they ungrudging of time and effort? Do they push their work from good to better by putting into it a developing best? To these searching queries the College need not fear the answer. From all quarters, from the States of our own Union, from Porto Rico and the Philippines, from Germany and Italy, from India, China, and Japan, both report and record set the spirit of our alumni beyond question.

Last, our graduates, taken as a whole, are not only at work, and at work worthily; they are also loyal to the College and University. Few of them
are rich, for they are doing the world’s work, not their own; but many of them have given to the College what they could ill spare. The Library Fund, the Alumni Professorship Fund, and many unreported gift to needy students all show the generosity proving good will. Professor Buck’s example has not been lost upon the students that honor him in affectionate remembrance. With increasing wealth, they too will commit to the keeping of the University ampler means of development. Nor have the alumni failed to give their loyalty other expression. To degrees unusual, they have kept up their acquaintance with the instructors, old and new; in many cases they have ripened the relation of teacher and taught into that of friend and friend. Among themselves, also, they have fostered acquaintance and friendship, and have made opportunities for mutual help. And they have shown their loyalty by taking as their own those principles by which the College lives; what they received from the College, they in turn are distributing with increase.

Now, grateful as these general facts must be, they may well mean less than we assume. Inference from a joint effect to any one cause must be made with care. For instance, we congratulate ourselves that our alumni almost without exception are busily at work; but how much credit for this industry belongs to the College? How much of it, say, is due to necessities of self-support? Can we name in our college life just those factors arousing energy and seriousness? If more of our students had been rich, would as many of our graduates be now at work? And so with the other facts. Can the College recognize its own effect on our graduates’ choice of life-work, or on the quality of their service?

Mistakes in this judgment by result are obviously easy. The college-bred man is not born in college. He owes much to his blood, to his home, to his elementary schooling, and to six hundred influences besides. And he is not a piece of potter’s clay, but a man with power to make or to mar himself. He seems to belong to his college about as much as a traveller to his inn. If the college claims him for its own product, some one will say, Let the trellis claim the grapes.

When all is done, however, these dangers of mistake are not prohibitive; for if a college course works no distinguishable effect upon a man, if it never by one truth or impulse makes him forthwith and perceptibly stronger and more resolute, if it does not once refine his taste so that he dislikes what he tolerated and likes what he ignored, if it does not bring him into such large places that in simple self-protection he learns the range of his deepest capabilities, then the course is no college course at all, but a quadrennium of emptiness and sham. Depend upon it, a college that cannot tell her own,
and that puts no graduate in plain debt, openly acknowledged, has no right to call herself a mother of men.

Now, for my own part I firmly believe our graduates can make short work with such apprehension of misjudgment. Were they outspoken, they could show us wherein our results have been both better and worse than we think. They know, for instance, more directly than we, what our prized academic freedom is allowed to cost the students that abuse it. They see, too, more clearly than most of us, that cooperation among our collegiate departments should be increased. Nevertheless, the graduate who has learned, even through lack and failure, what to wish the College had better done for him, would be first to say that the College, more than any other agency, taught him address of thought, and opened for him wide outlooks, and established for good his principles and his dominant purpose. The more discriminating his estimate of the College's efficiency, the more certain his conviction that while he owes to many factors the influences that moulded him from without, he owes to the College, most of all, the impulse and the means to achieve his manhood from within.

Some day not far distant, the College, it may be hoped, will commission two inquiries: the one, to ascertain what kind of alumni it has been forming, these ten years past; the other, to determine more expressly what kind of alumni it ought to form.

GOD'S WHITE THRONE, BY REV. BYRON PALMER.

This book is written by one of God's sufferers whose suffering has made him one of God's seers. Mr. Palmer is the victim of hopeless and painful disease, but he writes his book to say that God's throne is white, and that His wisdom and goodness are in no way compromised by the hard and dark things of life. The work shows a high order of thought, with depths of spiritual insight beyond that to which most of us attain; but its great value lies in its being testimony out of life. Here is no hearsay and nothing professional, but the clear voice of one who has suffered beyond the common lot of man and who yet in his suffering has dwelt in the secret place of the Most High and abides under the shadow of the Almighty.

We heartily commend the book to all readers.

Borden P. Bowne.
PRESIDENT HUNTINGTON'S ANNUAL REPORT.

No one can read the recently issued annual report of President Huntington without coming to the conclusion that Boston University is pulsing with vigorous life. The words of the President have the unmistakable ring of the voice of a leader; in the reports of the Deans of the various professional schools there is the same dominant note of conscious strength; in the statements of the heads of the departments of instruction there is a clear indication that each department is closely in touch with the developments in the educational world, and that the instruction is thoroughly modern and is growing in effectiveness with each succeeding year. Boston University has needs, urgent needs, and these needs must be met before the University can realize its highest ideals; but those who really know the University are well aware that never since the institution began its corporate life has it done a work as efficient as it is doing to-day. Few institutions have so successfully learned to utilize every resource as has Boston University. With its present facilities it is doing a remarkable work; with greater resources it could do an incomparably greater work. In its ability to use economically and efficiently every financial and material and intellectual resource lies the strength of President Huntington's appeal to the enlightened friends of education.

BOSTON UNIVERSITY MEN IN PORTO RICO.

The graduates of the University may well feel pride in the record which the men who have gone out from the College of Liberal Arts are making to-day in educational work in Porto Rico. Those who watch carefully
the development of the University and the career of its graduates are constantly impressed with the really commanding position which the graduates of all the departments of the University are to-day taking in the world. The graduates of the professional schools are among the leaders in their professions. Dean W. M. Warren, in his admirable article in another column of this issue of BOSTONIA, states the facts regarding the records of the graduates of the College of Liberal Arts. The men who have graduated from the College are forging to the front. When the educational needs in the Philippines presented themselves five or six years ago, Boston University men were found ready to meet these demands, and to-day in the Philippines Boston University graduates are doing thoroughly effective work. When, a year or two later, the educational situation in Porto Rico led to the issue of a call from the United States government for thoroughly qualified men to meet these new demands, Boston University men were again found thoroughly equipped for these responsible positions, and the United States government promptly assigned a number of our graduates to these important posts. The fact that Boston University graduates are found competent when subjected to the severest tests that the exigencies of modern life impose is the most convincing proof of the breadth and the thoroughness of the training which the University imparts.

TO THE GRADUATES OF THE COLLEGE OF LIBERAL ARTS.

THE graduates of the College of Liberal Arts can render very effective service to the University by promptly reporting to Dean William M. Warren the names and addresses of students who are intending to enter the University, or who might be induced to consider the advantages which Boston University offers. This information will receive careful attention; to the persons whose names are thus reported there will be mailed from time to time official announcements which may guide them in their preparation for college or bring to their attention opportunities which they might otherwise overlook. The University is endeavoring by all proper means to extend its influence. The graduates of the University have always shown a notable spirit of cooperation in securing students for the institution. In another column will be found a reference to the new system of registering prospective students; this new system will give much greater effectiveness to the work of the graduates, and it will undoubtedly result in an increased registration in the College of Liberal Arts.
REV. SAMUEL E. HERRICK, D.D.

By the death of Rev. Samuel E. Herrick, D.D., of the Mount Vernon Church, Boston, the University has lost a true friend. Dr. Herrick had preached twice before the students of the University in connection with the observance of the Day of Prayer for Colleges. He had also addressed the students of the School of Theology. In various ways he had shown a warm interest in the University, and he maintained intimate personal relations with several members of the University Faculty. It is a source of great satisfaction to the University and of gratification to the members of Dr. Herrick's congregation that the edifice in which he so long ministered in Ashburton Place passed into the possession of Boston University, and that this property is now the site of the fine building of the Law School of the University.

THE APRIL ISSUE OF BOSTONIA.

We shall devote a considerable portion of the April issue of BOSTONIA to the interests of the newly organized Department of Natural Science. Professor Lyman C. Newell, of the Department of Chemistry, will contribute an article on "The Function of Experimental Science in a College Education." Mr. George W. Earle, Instructor in Chemistry in the Somerville English High School, will furnish an article on "The Value of the Study of Chemistry in the High School." The Department of Biology will be ably represented by articles from Prof. Arthur W. Weyss, Ph.D., of the College of Liberal Arts, and Dr. William H. Watters, Instructor in Pathology in the School of Medicine of Boston University.

A REMARKABLE BOOK.

The circumstances under which Mr. Byron Palmer, of the class of '89, School of Theology, Boston University, has written his book "God's White Throne" are so remarkable, we had almost said so unprecedented, that we deem it proper to call editorial attention to the note from Prof. Borden P. Bowne which appears elsewhere in this issue. Those of our readers who may feel led to purchase this book are requested to send the price of the book, one dollar, directly to Mr. Palmer, at Ashtabula, O.
THE PRESIDENT'S ANNUAL REPORT.

At the beginning of his recently issued report for the academic year of 1903–04 President Huntington refers to the great loss which the University has sustained in the death of two of its most devoted Trustees, Mr. John E. Toulmin and Mr. Joshua Merrill. The report refers to the change of administration and pays a fitting tribute to Ex-President Warren for his brilliant and arduous services during his long administration. The question of the removal of the College is discussed; the President infers, from what has been said on both sides of the question, that the opinion that the College should remain in its present position has the strongest advocacy. President Huntington opposes the “trust” notion in the college world; he deprecates any attempt to produce among American colleges a uniformity of method, spirit, or programme. He insists that in spite of the partial uniformity which of necessity is a characteristic of all educational institutions, each college and each university should cultivate its own individuality. He believes that Boston University should be able to offer some advantages which no other institution in the world can offer. In his report upon the Convocation he appeals for a larger attendance of the graduates of the Law School and the Medical School at the exercises on the afternoon of Convocation Day. He advocates a rational system of athletics, free from the excesses which are now subjecting so many of our colleges and universities to severe criticism. He cordially acknowledges the great services which the Massachusetts Society for the University Education of Women is rendering to the University and to worthy students who are struggling to secure an education in the face of serious difficulties.

The report of the Dean of the College of Liberal Arts is replete with interest. Five of the departments of instruction, Greek, English, Romance Languages, Philosophy, and Mathematics, present detailed statements of the methods pursued in those departments. The report of the Department of Greek discusses the present status of Greek in the New England high schools; it presents a detailed description of the efforts which Boston University is making to meet the present situation. It reports no marked falling off in the number of elective students in the advanced classes in Greek. The Department of English reports a total of 721 names on its class lists during the year. It speaks of the steadily developing work in the postgraduate courses. It describes the large accessions of valuable early English texts to its working library. The Department of Romance Languages shows a marked increase in its facilities; a new room for study and investigation has been fitted up for the students in this department. The very valuable libraries of the New England Modern Language Association and of the Salotto Italiano have been placed in this room and are now accessible to our students. Many books have been transferred to this room from the shelves of the college library. The total number of books in modern languages now freely accessible to students in this department is 1,500. The report of the Department of Philosophy refers to the successful working of the Pedagogical Seminary, the Philosophical Club, and new courses in Education. It suggests the desirability of opening as soon as possible a Department of Education in the Graduate School. The Department of Mathematics refers to the
greater efficiency of the work in Astronomy from the use of the new five-inch telescope given by Mr. J. W. Pycott.

Those portions of the report which deal with the Schools of Theology, Law, and Medicine will be found in outline under the department notes of these schools.

BOSTON UNIVERSITY AT THE MASSACHUSETTS SUNDAY-SCHOOL CONVENTION.

At the annual session of the Massachusetts State Sunday-school Convention held in Newton last October, one of the most important meetings was a college conference held at the home of Mr. W. T. Rich, in Newton. Miss Sophronia B. Rich, '92, a sister of Mr. Rich, assisted in entertaining the guests. President Huntington was one of the speakers. The registration-cards of the delegates to the convention showed that out of one hundred and fifty persons who attended the College Conference, Boston University had no less than twenty-eight graduates present, a number far in excess of that from any other institution. Wellesley was represented by eighteen delegates; Amherst, by twelve; Mount Holyoke, by nine; and Harvard, by eight. At the session held a year before, at Brockton, Boston University had a representation equally large in proportion to the attendance. This record is one more indication of the strong and beneficial influence which Boston University, through its graduates, is exerting in the community.

On Friday, November 11, Rev. D. S. Spencer, D.D., of Tokio, Japan, delivered, in Jacob Sleeper Hall, an address to the students of the University. He took as his subject "The Far Eastern Question." Dr. Spencer has lived in Japan for twenty years, and he has travelled extensively through Manchuria and Korea. His address was one of the most interesting and instructive of the many brilliant addresses to which the students of the University have been privileged to listen during the present semester.

On Thursday, February 9, at 10 A.M., the University will observe the Day of Prayer for Colleges. The School of Theology will unite with the College of Liberal Arts in worship in the college chapel. It is expected that Ex-President William F. Warren will deliver the sermon. This announcement will be sufficient to crowd the chapel to its utmost capacity. The friends of the University are cordially invited to join in this service.

The Departments

COLLEGE OF LIBERAL ARTS.

The work of revision of The Epsilon has reached so advanced a stage that the secretary of the Epsilon Chapter of the University Convocation, Mr. Raymond A. Robbins, announces that the new issue of The Epsilon will appear early in January. This new issue will contain an article by the editor of BOSTONIA explaining the scope and purpose of this periodical. As soon as the new issue of The Epsilon is available, the names of the members of the classes of 1903 and 1904, College of Liberal Arts, will be added to the permanent mailing-list of BOSTONIA.
CHRISTMAS REUNION OF THE COLLEGE ALUMNI.

The Christmas Reunion of the Alumni of the College of Liberal Arts, on the evening of Thursday, December 29, in the college building, was a delightful gathering. The attendance was larger than at any previous gathering. Over one hundred and sixty graduates were present, and the invited guests, including the members of the college Faculty, made a total attendance of over two hundred. After an hour or two of social converse the assembly was called to order by President Frank W. Kimball, '94, who introduced the speakers. President Huntington gave an encouraging report of the condition of the University, and he described the bright outlook. He referred especially to the newly established Department of Natural Sciences, and he said that already the new laboratories, under the efficient direction of Dr. Weyssen and Dr. Newell, have begun to attract the favorable attention of scientists engaged in college and high-school work. Dean Wm. M. Warren, after paying a tribute to the graduates of the College for their loyal co-operation in securing new students for the University, urged increased efforts in connection with the newly adopted plan of recording the names of prospective students. Mr. Raymond A. Robbins, '96, secretary of the Epsilon Chapter of the University Convocation, reported the new edition of The Epsilon as nearly ready. He especially urged the graduates of the College to report at once any changes in their address.

These Christmas gatherings of the alumni have grown steadily in numbers and interest. The genuine loyalty of the graduates and their hearty co-operation with the administration are among the most encouraging features in the outlook of the University.

The interest in the Wednesday-noon prayer meetings has been greatly increased during the present semester by some changes in the nature of the exercises. At the meeting held on the second of November Mrs. E. Charlton Black, of the Department of Elocution, occupied a portion of the hour with a masterly reading of selections from the Bible. At the next meeting an address on Bernard of Clairvaux was given by another member of the Faculty, and a short sermon of St. Bernard was translated into English and read by one of the undergraduates. Subsequent meetings have also proved of great profit, and the attendance has shown a marked increase.

The Christmas number of the Youth's Companion contains a story entitled "The Professor's Panther," by Prof. Dallas Lore Sharp. Professor Sharp also had in the December number of the National Magazine a story entitled "Phoebe," a bird study. He will also have in the January issue of the same magazine a story with the title "The Buzzard of the Bear Swamp."

At the Twenty-second Annual Meeting of the Modern Language Association of America, held at Brown University on Wednesday, Thursday, and Friday, December 28, 29, and 30, Prof. James Geddes, Jr., read a paper on "A Universal Phonetic Alphabet." The paper was a demonstration of the advantages to be secured by adhering to one system of phonetic notation in indicating pronunciation in standard works of reference, and particularly in dialectic investigation.

Prof. M. L. Perrin delivered an address, on Thursday, December 22, before the Men's Club of St. Matthew's Episcopal Church, South Boston. His subject was "Life Among the Indians of the Northwest."
The Boston Evening Transcript of Saturday, December 17, contained an article by Prof. Lyman C. Newell, entitled "The Winner of the Nobel Prize." The article was a biographical sketch of Lord Rayleigh, the physicist and co-discoverer of argon.

The edition of El si de las niñas by Professors Geddes and Josselyn was the subject of a three-column review in Modern Language Notes for November, 1904, by Professor Comfort, of Haverford College. The review was distinctly favorable.

On Tuesday, November 29, Dr. George H. Fall, with a party of eight students, members of his class in Roman Law, had the great privilege of inspecting, previous to the public opening, the new tunnel to East Boston. The party walked from one end of the tunnel to the other and returned, a total distance of about three miles. The tunnel reaches its greatest depth in the centre of the harbor, where it is ninety feet under the surface of the water.

The German philological journal Nenere Sprache published in Number XII. an article by Prof. James Geddes, Jr., entitled "Increased Interest in Spanish in the United States." This article has been reprinted in separate form by the Elwert'sche Verlagsbuchhandlung in Marburg.

The Astronomical Department of the University has been ably represented by several articles which have been contributed during the last few months by Prof. J. B. Coit and Mr. Robert E. Bruce, '01, to the Astronomical Journal and to Popular Astronomy.

A NEW INSTRUCTOR IN HISTORY.

During the second semester Dr. George H. Blakeslee, Assistant Professor of History in Clark University, will conduct the course in History which is provided by the Alumni Fund. Professor Blakeslee is a graduate of Wesleyan University, class of 1893. In 1899 he was awarded the degree of A.M. by Harvard University, and in 1903 he received the degree of Ph.D. from the same university. He also spent two years in study in the Universities of Berlin, Leipzig, and Oxford. Dr. Blakeslee’s course during the new semester in the College of Liberal Arts will be devoted to the history of Japan and of Russia. The work will consist of a survey of the political, institutional, and economic history of these two countries.

President Huntington and Dean William M. Warren represented Boston University at the Forty-Eighth Annual Meeting of the Association of New England Colleges. The sessions of the Association were held at Brown University on Thursday and Friday, November 3 and 4.

Mrs. Joseph Cook has given to the University a complete edition of Kant's works, and a number of other works of a philosophical character. These books formed a part of the library of her husband, Joseph Cook. The books will be placed in the Library of the College of Liberal Arts.

BOSTON UNIVERSITY MEN IN PORTO RICO.

Boston University men are occupying a very prominent place in the educational work in Porto Rico.

Everett W. Lord, '00, is Assistant Commissioner of Education in Porto Rico. His work involves the general supervision of all the public schools of the island, at present
about 1,200 in number. During the period last spring when preparations were being made for the expedition of the Porto Rico teachers to the United States Mr. Lord was in charge of the Department of Education of Porto Rico, and he accompanied the teachers to the United States. During the period of their stay Mr. Lord remained with them nearly all the time at Harvard, and he returned with them to Porto Rico.

Working under the Department of Education are twenty district superintendents. Two of these are Boston University graduates.

Leonard P. Ayres, '02, is superintendent of the San Juan District. This is, in many ways, the most important district, being the one in which the capital is located.

Frederick E. Libby, '02, is superintendent of a district in the western part of the island, composed of the towns of San Sebastian, Lares, and Las Marias. Mr. Libby has just begun this work, but we have very favorable reports of his success.

John F. Packard, '02, is assistant superintendent of the District of Ponce, and is proving so efficient that his future is assured.

Daniel N. Handy, is secretary and treasurer of the University of Porto Rico. Mr. Handy is the only official permanently employed in connection with the Executive Department of the University, and is doing excellent work.

Henry Hindle, '99, is a teacher in the Mayaguez High School. Good reports concerning his work have reached us.

Donald MacKenzie, '01, is teaching Latin and Greek in the San Juan High School.

Wesley R. Long, '02, has just come to the island, and holds a position as teacher of English in the graded schools of Quebradillas.

The Dean of the College of Liberal Arts has prepared cards on which are to be recorded the names and addresses of high-school students who are considering the question of entering Boston University after graduation from the high school. These cards will be carefully preserved, and the students whose names are thus recorded will receive from time to time the official announcements regarding entrance requirements, scholarships, and courses of study. All graduates of the University who know of high-school students who would be interested in receiving these announcements are requested to send to Dean Warren the names and addresses of these students.

The members of the class of '87 held a delightful reunion on the afternoon of Thursday, December 29, at the home of Mrs. Anna Gooding Dodge, at Arlington Heights, Mass. Miss M. Helen Teele assisted Mrs. Dodge as hostess. Ten members of the class were present, among them Dean William M. Warren, who is a member of this class. President W. E. Huntington was present as an honored guest. The members of the class extended a cordial greeting to their classmate Mrs. Denny Root Herrick, who, after an effective service of several years as a missionary in India, is now in America on a furlough. A letter was read from Mrs. Alice Flagg Tatum, who is now engaged in missionary work in China. A delightful feature of the reunion was the presence of the husbands and wives and children of the members of the class.

THE DEPARTMENT OF MUSIC.

The Department of Music, under the direction of Mr. John Patton Marshall, continues to render an inestimable service to the artistic and aesthetic life of the College. On Wednesday, November 23, the day preceding Thanksgiving, the choral class of the College sang, in connection with the morning chapel service, the Te Deum in F by
Tours. On Friday, December 23, the same choral class gave a careful rendering of the choral "How Shall I Fitly Meet Thee?" from Bach's Christmas Oratorio. The choir also sang very finely Vincent's anthem, "There Were Shepherds." On Monday, December 19, Mr. Marshall gave before the Boston Methodist Social Union an address on "Church Music, Past and Present." The address was illustrated by organ selections and by vocal music rendered by a choir of male voices. The address was received with the most marked attention, and it added to the prestige of the University to have so able a representative on so important an occasion.

Miss Lida S. Penfield, '94, is General Secretary of the Young Women's Christian Association in Cleveland. Her address is 317 Euclid Avenue, Cleveland, O.

Mr. George M. Churchill, '96, has been appointed to a position in the Congressional Library at Washington, D. C.

George William Bell, '97, is Professor of History and Philosophy in Olivet College, Michigan. Mr. Bell took the master's degree at Boston University in 1900; during the academic year 1900-01 he studied at the University of Edinburgh; he spent the year 1901-02 as a graduate student at Harvard University, and in June, 1902, he was awarded the degree of M.A. by that institution. During the academic year 1902-03 he taught Philosophy and History at Lasell Seminary.

Miss Grace E. G. Ward, '97, gave a very valuable address before the members of the class in Introduction to the Theory and Practice of Education, on Thursday, December 22. She described her methods of teaching Latin in the ninth grade of the grammar schools of Lynn. Miss Ward has had distinguished success as a teacher in the public schools of Lynn. She now has charge of the instruction in Latin in the ninth grade of the grammar schools in Lynn. Miss Ward's sister, Miss Alice E. Ward, '01, who is instructor in Latin in the high school in Lynn, has also met with much success in her work.

Miss Alice Ethelwyn Wallace, '98, is a teacher in the Gardner High School.

The quinquennial meeting of the class of '99 was held in the Claflin Room, 12 Somerset Street, Friday evening, December 23. Nine members of the class were present. The officers elected to serve for the next five years are: president, Albert I. Oliver; vice-president, Katharine A. Whiting; secretary, Ada A. Cole. Dean Warren spoke briefly of the needs of The Beacon, suggesting some ways in which the graduates can help make the paper successful. During the refreshment hour Professor Perrin gave an interesting talk on "Life in the German Universities," contrasting the German and the American methods, and relating several amusing incidents of his own experience at Göttingen.

Miss Sarah McCormack, '99, is teaching in the high school at Cranston, and is also interested in social settlement work there.

Mr. Allen Hartwell, who during nearly all his college course was identified with '99, is engaged in the postal service at Milford. He is also preaching.

Miss Florence Marshall, '99, is manager of the Trade School for the training of working-girls which has been recently established in Boston.

Miss Alta M. Bailey, '03, is preceptress at Oak Grove Seminary, Vassalboro, Me. During the present year she has charge also of the classes in Latin and in English.
Mr. James Davies, '00, has been appointed lecturer in the Department of English Literature at the University of Leipzig, Germany. The appointment is for two years. This is the first time that the University of Leipzig has awarded this distinguished honor to an American student.

Miss Eva Beulah Keyes, '01, was united in marriage on Thursday, October 6, to Mr. John Allen Reynolds, at Oneonta, N. Y.

On Friday evening, December 9, Miss Sarah L. Peckover, '01, sang at a musical recital in Boston, given by Mr. Carl Sobeski, the well-known teacher of vocal music. Miss Peckover sang delightfully, and she was repeatedly recalled by the large and critical audience.

Miss Atossa B. Thomas, '03, is employed in the law office of Mr. A. P. Long, 22 Congress Street, Boston.

Miss Maude E. Abbot, '04, is at home in attendance upon her mother, who has been suffering from a protracted illness.

Miss Amelia C. Boytano, '04, has an excellent position in the high school at Northfield, Vt.

Miss Pearl V. Copeland, '04, is teaching in the high school at Newport, N. H.

Miss Winifred F. Given, '04, is teaching at York Corner, Me.

Miss Elizabeth M. Gordon, '04, is teaching French, Latin, and Mathematics in Mrs. Delafield's private school, Boston.

Miss Emily N. Hea, '04, is teaching several subjects, including Greek, in the high school in Barre, Mass.

Miss Elizabeth A. Horne, '04, is teaching Greek and Latin in the high school at Amherst, Mass.

Miss Ruth R. Jennison, '04, is teaching Mathematics and French in the Sutton High School, Sutton, Mass.

Miss Mary F. Osborne, '04, is teaching in the seventh grade in the grammar school at Hudson, Mass.

Miss Cora L. Rouillard, '04, is studying in the Boston Normal School.

Miss Annie L. Stevens, '04, is teaching in the grammar school in Franklin, N. H.

Miss Ella L. Townsend, '04, is teaching Mathematics in the high school at Westboro, Mass.

Miss Maisie B. Whiting, '04, is teaching French and English in the high school in Palmer, Mass.

Miss Grace Ada Small, '04, has been teaching in the Evening School in New Britain, Conn. She has also taught as a substitute in the day schools of that city. The unqualified testimonial which she has received from the superintendent of schools gives evidence that she has met with much success in her work.

The Department of Education of Porto Rico has published a collection of essays and poems in connection with the celebration of Arbor Day in Porto Rico in 1904. To
this collection Mr. Everett W. Lord, '00, contributes an article in Spanish under the title “A los maestros,” and a poem in English with the title “Thanks for Nature’s Gifts.”

THE DEPARTMENT OF NATURAL SCIENCE.

The College of Liberal Arts offers the following courses in natural science during the second semester.

2. Botany; an elementary course. Lectures and laboratory work. 2. Assistant Professor Weyesse.

4. Comparative Anatomy and Embryology of the Vertebrates. Lectures and laboratory work. 4. Assistant Professor Weyesse. (Open only to students who have taken Course 3.)

6. Physiology and Hygiene. Lectures and demonstrations. 2. Assistant Professor Weyesse. Opportunity is offered to graduate students to carry on investigations in Animal Morphology.

10. General Chemistry. Continuation of Course 9. 5. Assistant Professor Newell.

12. Organic Chemistry. An introductory course designed primarily for those who intend to study medicine, and presupposes Courses 9, 10, and 11. Lectures and recitations. 3. Assistant Professor Newell.

14. Quantitative Analysis. Laboratory work. 4. Assistant Professor Newell. (Omitted in 1904-1905.) Owing to the expense of the Chemistry courses a laboratory fee of two dollars is charged for each course except 15. Breakage is charged at cost, and varies with the care of the students.

19. Geology; Dynamic and Structural. An intensive study of the land. Lectures, recitations, and a limited amount of field work. 3. Assistant Professor Newell. Courses 19 and 20 are supplementary and constitute a consecutive course in General Geology. A limited amount of Mineralogy is incorporated in Chemistry 9 and 10. It is desirable that these courses precede the work in Geology.

23. Continuation of Course 22. 1. Professor Coit.

24. Continuation of Course 25. 2. Professor Coit.


32. Physics; Laboratory Course. 2. Assistant Professor Derr.

Courses in Physics will continue under the direction of Professor Cross at the Institute of Technology. All other scientific courses will be given at the college building 12 Somerset Street.

SCHOOL OF THEOLOGY.

The missionary lectures were delivered this year by the Rev. W. N. Brewster, and pertained chiefly to the work of missions in China. The lectures were not exactly historical, but rather descriptive, and the lecturer undertook to show from existing conditions in China that a splendid opportunity is now offered to Protestant Christianity in that Empire. His lectures made a profound impression upon the entire school, and it is believed that of the volunteer band several will offer themselves for Chinese work as a result. Mr. Brewster has arranged for the publication of these lectures, at the unanimous request of the Faculty and students.
The school was greatly favored, during the meeting in Boston of the Missionary Committee of the Methodist Episcopal Church, in being able to secure from many distinguished visitors addresses in the chapel. Among those who spoke were Mr. D. D. Thompson, editor of the *Northwestern Christian Advocate*, Dr. S. J. Herben, editor of the *Epworth Herald*, and Bishops Joyce, Thoburn, Hartzell, Burt, and Harris. Many of the students were also privileged to hear the very earnest and helpful address of Mr. T. D. Collins, of Oil City, Pa.

Mr. Shirley D. Coffin, of this department, has been invited by Bishop Hartzell to go to Africa to take charge of a school there. He will sail in February, if his physical examination is satisfactory to the authorities in New York.

In addition to the large number of missionary books already in our library, about forty have been added in recent weeks, including about everything that is of value in missionary literature outside of the biographical works.

Mrs. Joseph Cook has contributed one hundred volumes from her late husband's collection, and these have been placed in a special alcove and will be named the Joseph Cook Library. The books are all standard works on the subjects of which they treat.

The school was greatly favored recently by the presence of Mr. Hezekiah Butterworth in the chapel, where he addressed the students on some reminiscences of Longfellow, particularly with regard to the origin of some of the great poet's most celebrated poems.

A lecture by Prof. Edward C. Moore, of Harvard, on "The Church and Public Worship," delivered recently in the chapel, was a most inspiring presentation of the nature and value of public worship for men of all classes, when such public worship is properly conducted.

**SCHOOL OF LAW.**

The report of Dean Bigelow of the School of Law forms one of the most interesting portions of the recently issued annual report of President Huntington. Dean Bigelow states that the quality of the students, both as regards earnestness of purpose and intellectual equipment, is steadily rising. The percentage of college graduates is noticeably larger than in former years. The present curriculum of the school is based upon the fundamental assumption that the Law School ought to fit its graduates for all stations in life to which a legal education naturally leads. In accordance with this theory, there has been a broadening of the foundation of legal education. The Law School of Boston University aims to prepare young men and young women for the political or other vocations to which persons having a sound legal training are naturally being drawn, as well as to broaden the intelligence of those who go to the bar for the practice of the law. Some of the new courses which have recently been introduced in accordance with this theory of legal training are the following: (1) The Interstate Commerce Law; (2) Consular Service; (3) Spanish American Affairs. This broadening of the foundation of legal education has attracted much notice outside of the school, and has received the marked approval of judges, and lawyers, and influential journals.
In the death of Dr. Conrad Wesselhoeft the University loses one of its ablest professors, and a friend of unwavering and attested loyalty. The sorrowful notice of his death reached us too late to permit more than this brief notice in the present issue of BOSTONIA, but the April issue will contain a full account of the life and work of this distinguished man.

The graduates of the Medical School are profoundly gratified at the hearty recognition which was awarded to the exhibit of the school at the St. Louis Exposition. In connection with the award of a gold medal, the following letter was forwarded to the University by the secretary of the Massachusetts Educational Exhibit at St. Louis:

"ST. LOUIS, Oct. 20, 1904.

"Boston University, Boston, Mass.—

"The Superior Jury of the Louisiana Purchase Exposition has awarded you a Gold Medal for the excellence of your work shown in the Massachusetts Exhibit in Group Three. Please accept my congratulations.

Very truly yours,

GEORGE E. GAY."

In the annual report of President Huntington the following are among the more important announcements in that section of the report which is devoted to the Medical School:

Three special courses have been added: (1) Medical Jurisprudence, by Everett W. Burdett, LL.B.; (2) History of Medicine and the Principles and Evolution of Homœopathy, by various members of the Faculty; (3) Life Insurance from the Medical View-point, by Frank Allard, M.D.

The course in Medico-Life Insurance has attracted wide-spread notice from practical life-insurance men, and has received much favorable notice in various periodicals.

An exhibit of pathological specimens, prepared by a special method, was taken by request to the annual meeting of the American Medical Association. Later it was taken to the Niagara Falls meeting of the American Institute of Homœopathy. A selected number of these specimens was also sent to the London Pathological Society, where they excited very great interest and received words of high commendation. These exhibits have served to call wide-spread attention to the work of the School of Medicine.

More applications are annually made to the school for graduates to fill various professional positions of responsibility than there are graduates to respond to these calls.
Outlines of Universal History, by Dr. George P. Fisher, of Yale University, has been known to readers of history for nearly twenty years. The author has succeeded in presenting a condensed history of the world that is well balanced, judicial in its historic judgments, not lacking in perspective, and written in a clear, attractive style. The maps are remarkably good. (American Book Company, New York.)

Exercises in Algebra, by Robbins and Somerville, provides teachers with an extensive set of test questions, covering every topic treated in college preparatory work, from the most elementary to Progressions and Logarithms. In general, the topics are classified and presented in logical sequence; but there is such a liberal introduction of review exercises and miscellaneous problems that the pupil will have abundant opportunity to use his judgment in selecting the principles to be applied. The authors have wisely withheld the answers and advertise no key to the exercises. (173 pp. American Book Company, New York.)

La vida es sueño. Calderón. Edited with notes and vocabulary by William Wistar Comfort, Ph.D. This edition, the first American one, provides the Spanish student with a reliable text of what is generally accepted, perhaps, as the type and best example of the Spanish classical drama. The vocabulary, and especially the careful notes, provide the student with the proper material for the unravelling of the not inconsiderable number of difficult passages in the text. A concise introduction gives the necessary suggestions for the proper comprehension of both the author and his work. The text is only suitable for reading by rather advanced students, or by those who wish to gain an idea of the classic drama. It is to be hoped that an edition of one of the best of the dramas of Lope de Vega will also be provided soon. (American Book Company, New York.)

Forms of English Poetry, by C. F. Johnson. Mr. Barrie recently divided books into those that are very able and those that can be read. University presses teem with the very able books, but now and again the reviewer comes upon a work by a college professor which is both able and readable. Such a book is "Forms of English Poetry," by Charles F. Johnson, of Trinity College, Hartford. It is a careful study of the structure of English verse; but it is much more. Professor Johnson feels that "of the soul the body form doth take," and in his hands a treatise on the technique of versification becomes a study of the spirit of Poetry. The book is a bit of genuine creative criticism. The fragrance of true literature exhales from cover to cover. (American Book Company, New York.)