

sity over two million dollars during her history as a State, not counting the colonial bounty to William and Mary. Since the war, Virginia has given her university \$40,000 a year. Before the war, she gave \$15,000 a year. The original university establishment cost the State about \$400,000. The State of South Carolina was Jefferson's model for generous appropriations to the cause of sound learning. She has given two million and eight hundred thousand dollars to that object. Georgia has given \$938,000 for the same purpose. Louisiana has given \$794,000 from her State treasury for the higher education in recent years, and, according to the testimony of her own authorities, has distributed over two millions among schools, academies, and colleges. Texas has spent upon college education \$382,000, and has given for higher education two and one-quarter million acres of land. The educational foundations, both academic and popular, in the Lone Star State, are among the richest in America.

Turning now to the Great West, we find that Michigan has given over two million dollars to higher education. She supports a university which is as conspicuous in the North-west as the University of Virginia is in the South, upon one-twentieth of a mill tax on every dollar of taxable property in the State. That means half a cent on every hundred dollars. This university tax-rate yielded last year \$47,272. Wisconsin pays one-eighth of a mill tax for her university, and that yields \$74,000 per annum. Wisconsin has given for higher education \$1,200,000. Nebraska is even more generous to her State university: she grants three-eighths of a mill tax, yielding about \$60,000 a year. The State of California grants one-tenth of a mill tax, which yielded last year over \$76,000. Besides this, the University of California has a permanent State endowment of \$811,000, yielding an annual income of \$52,000, making a total of \$128,000 which the State gives annually to its highest institution of learning. Altogether California has expended upon higher education two and one-half million dollars.

It is needless to give further illustrations of State aid to American universities. These statistics have been carefully collected from original documents by one of our historical students, who are making important contributions to American educational history, to be published by the United States Bureau of Education. The principle of State aid to at least one leading university in each commonwealth is established in every one of the Southern and Western States. In New England, Harvard and Yale and other higher institutions of learning appear now to flourish upon individual endowments and private philanthropy; but almost every one of these collegiate institutions, at one time or another, has received State aid. Harvard was really a State institution. She inherited only £800 and 320 books from John Harvard. The towns were taxed in her interest, and every family paid its peck of corn to make, as it were, hoecake for President Dunster and his faculty. Harvard College has had more than half a million dollars from the treasury of Massachusetts. Yale has had about \$200,000 from the State of Connecticut. While undoubtedly the most generous gifts have come to New England colleges from private sources, yet every one of them, in time of emergency, has come boldly before representatives of the people, and stated the want. They have always obtained State aid when it was needed. Last year the Massachusetts Institute of Technology became somewhat embarrassed financially, and asked the Legislature for \$100,000. The institution got \$200,000, twice what it asked for, upon conditions that were easy to meet.

Can the State of Maryland and the friends of the Johns Hopkins ignore the abundant testimony in favor of the encouragement of university education, not only by exemption from burdensome taxation, but by positive appropriations? If occasion arises, it will be proper and legitimate for the friends of this institution to go before the people of Maryland and say what is needed. Private philanthropy will do all it can, but public interest demands that the State should do its part by throwing off needless taxes, and settling for what it has already taken away.

Do you say that all this would lead to meddlesome interference by the politicians? That is what everybody said when a university was founded by the Prussian Government in Berlin. That is the stock argument against all State universities. But there stand today Berlin and all the German universities firm and untroubled

upon state foundations. The whole South and the entire West are full of educational establishments by the State. Some of them, like the Universities of Virginia, Michigan, and Wisconsin, are beacon lights of intelligent and non-partisan administration. Have Washington politicians done any harm to the Smithsonian Institution? On the contrary, they have indirectly increased its economic power by appropriations amounting to nearly two million dollars. They allow the secretary of the Smithsonian to direct the expenditure of \$220,000 a year. Congress allows the Smithsonian to be managed by a board of regents composed of distinguished college presidents and public men of spotless integrity. Amid all the changes in the civil service, no man has ever been displaced for political reasons from either the Smithsonian Institution or the National Museum. These facts are stated upon good authority.

What are the serious thoughts that have been emphasized in this address?

1. The Johns Hopkins is now a truly national university upon local and individual foundations.

2. This noble institution which benefits Baltimore, Maryland, and the whole country, especially the South and West, can be strengthened most efficiently by further local and individual endowments.

3. The examples of history at home as well as abroad show that States encourage universities by wise exemption from burdensome taxation and by generous appropriations, if original endowments and private philanthropy prove inadequate.

4. The development of public opinion, based upon a knowledge of present facts and upon existing relations of this university to Baltimore and Maryland, is the best way to encourage higher education in this city, in this State, and in this country.

#### BOOK-REVIEWS.

*The Government of the People of the United States.* By FRANCIS NEWTON THORPE. Philadelphia, Eldredge & Brother. 12°. 90 cents.

WORKS on the American system of government multiply apace; and, if their quality was always good, our young people would have superabundant means of information about their public duties. Candor compels us to say, however, that the treatise now before us is defective in some very important respects. Its chief fault is that it attempts too much. It undertakes to describe not only the Federal Government, but also those of the States, towns, and counties, and in addition to relate the history of constitutional government from the landing of the Anglo-Saxons in England to the present time, all in the space of little more than two hundred pages. The necessary consequence is, that, in spite of condensation and brevity of expression, no part of the work is thoroughly done. The least satisfactory part, as might be expected, is that relating to local affairs; the town and county governments differing so widely in different States, that no single description will apply to them all. For instance: Mr. Thorpe says that the school directors of the town levy the school taxes, that the selectmen make the local laws and ordinances, that the county has the care and support of the poor, and that there is a county superintendent of schools; but, though these statements may be true of his own State of Pennsylvania, they are wholly untrue of Massachusetts. As for the history of constitutional government, which occupies the introductory part of this book, that obviously requires a separate work; and the chapters here given to it are altogether inadequate. We may add that the book contains a facsimile of the Declaration of Independence, several fancy pictures of historical events, and a gaudy spread eagle for frontispiece, none of which are likely to contribute much to political education.

*A Text-Book of Elementary Biology.* By R. J. HARVEY GIBSON. London and New York, Longmans, Green, & Co. 16°. \$1.75.

MR. GIBSON'S experience as a teacher of biology has satisfied him, that, in order to instruct the student in this most important department, the beaten track must be left, and a new departure taken. To properly appreciate it, and to benefit by its study, a student must first undergo a preliminary training in the facts and