sized in the lecture. To interest the student as well as to insure greater clearness, as many typical experiments as possible should be carried out on the lecture table if the course is a complete one. If the course is only a preliminary one these experiments may be wholly or partially omitted. The manner of presenting the experiments has a large influence in communicating inspiration to the students as well as does the personality of the lecturer. To have this inspiring effect in the highest degree the lecturer must above all use good English and so choose his words that the least possible effort on the part of the student is required to comprehend the subject. The experiments must go smoothly. No muddy, half-way experiments should have a place on the lecture table. The man who has the reputation of never having an experiment fail always tries his experiments carefully before the lecture. The giving of experiments with a three-minute preparation nearly always results in few experiments and many failures. This always gives the students less respect for and less confidence in the lecturer, and the qualities which the lecturer should endeavor to have in his lecture, those of interesting and inspiring the students, are lost.

The holding of frequent recitations is an important adjunct in order to get the best results from a lecture course. Recitations hold the student to study, emphasize the important parts of the subject, give opportunity for explaining points upon which the individual student may be hazy, and give the student practise in expressing himself. These recitations should not be the reciting of a strict page by page text-book assignment, but consultations on the subject matter outlined in the lecture, whether given in the lecture or studied in the assigned reference book, or found in other available reference books. The student should always be encouraged to look up points upon which he is not clear and the books where he is likely to find the information suggested to him.

Suppose a lecturer treats in his lectures exactly the same material as is given in the reference book, or more than is given in it. The question might be asked: what is the use of a reference book under these conditions? The reference book still has the greatest value. The student has his book and can refer to it any time he feels so inclined. He can not apply to the instructor at all times as he can to his book. The student also acquires a knowledge of the subject from two standpoints: the lecturer's and the author's. In the event of recitations he may get still another standpoint. This broadening of view is still better attained by changing the assigned reference or text-book from year to year. This can readily be done in many subjects, especially those of a general nature. This changing of reference books has admirable effects. In different years it turns out men with slightly different standpoints. In the main what they learn is the same, but they do not get it in exactly the same relation; and the men graduating from a school where this custom is practised are likely to be, as a body, broader than those from a school where it is not. Another most important effect of changing the reference book from year to year is the keeping of the teacher from a rut. A lecturer, to continue successful, must keep up to the times and must do it broadly. It would seem that the using of a different reference book from year to year, as before mentioned, is also commendable as being in keeping with a broadness of presentation by the lecturer. A set of lecture notes should necessarily be revised each year, the newer facts and discoveries inserted and the old replaced as necessary. It is imperative, and the mentioning of it here may perhaps seem absurd since it can scarcely be believed that any one in the teaching profession should lose sight of its importance. This keeping apace with the times is certainly worthy of as much thought and attention as the imparting of knowledge, if not more so.

Norman A. Dubois
Case School of Applied Science,
March, 1909

KAKICHI MITSUKURI

Advices from Japan report the death, on September 16, of Dr. Kakichi Mitsukuri, dean of the College of Science in the Imperial University of Tokyo. Dr. Mitsukuri was one

of the leaders of modern Japanese thought—perhaps the most effective scholar in his relation to public affairs which Japan has ever produced. In his special line of zoology, he was the author of numerous papers; and his influence in his own field has been still more marked by the development of many young men, and by the establishment of the Seaside Laboratory at Misaki, where much excellent work has been done by Japanese, as well as by American and European naturalists.

Dr. Mitsukuri was born in Edo, Japan, on December 1, 1857. He was the second son of Shuhyo Mitsukuri, a retainer of the former feudal lord of Tsuyama. After passing through the local schools, Mitsukuri came to America in 1873, and entered the Hartford Academy, in Connecticut. The next year he attended the Troy Polytechnic School, and two years later he entered Yale, where he received the degree of Ph.D. in zoology in 1879. In 1881, he studied zoology under Professor Balfour, of the University of Cambridge. Returning to Japan, he was appointed a professor of zoology, in 1882, in the science department of the University of Tokyo. In 1883, he received the degree of Ph.D. in zoology from Johns Hopkins University. In 1893, he was appointed councilor of the Imperial University. In 1896, he was made head of a commission for the investigation of the fur seal, and in 1897, he signed in behalf of Japan a treaty whereby Japan agreed for a certain length of time to consent to any adjustment of this matter which might be made by Great Britain and the United States. In 1901, Dr. Mitsukuri was made dean of the College of Science of the Imperial University of Tokyo. In 1907, he was awarded the Order of the Sacred Treasure, in recognition of his public relations.

Dr. Mitsukuri's grandfather, Dr. Gempo Mitsukuri, is well known as the pioneer Dutch scholar of Japan. His father was also noted, as a student of Chinese classics. His uncle was one of the most noted jurists of his time. His elder brother, now deceased, was also an eminent scholar. His third brother is Baron Kikuchi, who was president of the University of Tokyo, and afterwards at the head of the public school system of Japan. His name was changed from Mitsukuri to Kikuchi, in accordance with the Japanese custom of adoption, he having been adopted into the family of one of his relatives. A younger brother is still a professor of history in the college of literature.

Of late years, Dr. Mitsukuri was engaged in the special study of the turtles. He was also largely occupied with matters of administration. He was one of the best representatives of the scholar in public life which modern Japan has produced. He had a most thorough knowledge of the English language, and of affairs in America, and his intense sympathy with American point of view caused him to be invaluable in the preservation of good feeling between these two nations which in modern times have come to border upon each other.

This is illustrated in the following extract from a personal letter written by Dr. Mitsukuri to the present writer in the year 1900.

> The history of the international relations between the United States and Japan is full of episodes which evince an unusually strong and almost romantic friendship existing between the two nations. In the first place, Japan has never forgotten that it was America who first roused her from the lethargy of centuries of secluded life. It was through the earnest representations of America that she concluded the first treaty with a foreign nation in modern times, and opened her country to the outside world. Then, all through the early struggles of Japan to obtain a standing among the civilized nations of the world, America always stood by Japan as an elder brother by a younger sister. It was always America who first recognized the rights of Japan in any of her attempts to retain autonomy within her own territory. A large percentage of foreign teachers working earnestly in schools was Americans, and many a Japanese recalls with gratitude the great efforts his American teachers made on his behalf.
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> Then, kindness and hospitality shown thousands of youths who went over to America to obtain their education have gone deep into the heart of the nation, and, what is more, many of these students themselves are now holding important positions in the country, and they always look back with affectionate feelings to their stay in America. Again, such an event as the return of the Shimonoseki indemnity—the like of which is

seldom witnessed in international relations—has helped greatly to raise the regard in which America is held by the Japanese.

Neither is it forgotten how sympathetic America was in the late Japan-China war.

Thus, take it all in all, there is no country which is regarded by the largest mass of the Japanese in so friendly and cordial a manner as America.

It is, therefore, with a sort of incredulity that we receive the news that some sections of the American people are clamoring to have a law passed prohibiting the landing of Japanese in America. It is easily conceivable to the intelligent Japanese that there may be some undesirable elements among the lower-class Japanese, who emigrate to the Pacific coast, and if such proves to be the case, after a due investigation by proper authority, the remedy might be easily sought, it appears to us, by coming to a diplomatic understanding on the matter, and by eliminating the objectionable feature. The Japanese government, would, without doubt, be open to reason.

But to pass a law condemning the Japanese wholesale, for no other reason than that they are Japanese, would be striking a blow at Japan at her most sensitive point. The unfriendly act would be felt more keenly than almost anything conceivable. An open declaration of war will not be resented as much.

The reason is not far to seek. Japan has had a long struggle in recovering those rights of an independent state which she was forced to surrender to foreign nations at the beginning of the intercourse with them, and in obtaining a standing in the civilized world. And if, now that the goal is within the measurable distance, her old friend, who may be said in some sense to be almost responsible for having started her in this career, should turn her back on her, and say she will no longer associate with her on equal terms, the resentment must necessarily be very bitter.

The entire loss of prestige in Japan may not seem much to the Americans, but are not the signs too evident that in the coming century that part of the world known as the "Far East" is going to be the seat of some stupendous convulsions from which great nations like America could not keep themselves clear if they would? And, is it not most desirable that in this crisis those countries which have a community of interests should not have misunderstandings with one another? It is earnestly to be hoped that the American statesmen will estimate those large problems at their proper value, and not let them be overshadowed by partisan considerations.

For my part, I can not think that the American people will fail in this matter in their sense of justice and fair play toward a weaker neighbor, and such a movement as the present must, it seems to me, pass away like a nightmare. But, if ever a law should be passed directed against the Japanese as Japanese, it will be a sorrowful day personally to me.

It was my good fortune to pass several years of my younger days in two of the great universities of America, and to be made to feel at home as strangers seldom are. I would rather not say in what affection I hold America, lest I be accused of insincerity, but this much I may say, that some of the best and dearest friends I have in the world are Americans.

But the day such a law as spoken of should be enacted, I should feel that a veil had been placed between them and myself, and that I could never be the same to them and they to me. May such a thing never come to pass!

David Starr Jordan

THE WESTERN EXCURSION FOLLOWING THE WINNIPEG MEETING OF THE BRITISH ASSOCIATION

Following the meeting of the British Association at Winnipeg a party of 180 officers and guests of the association took a most delightful excursion over the Canadian Pacific and Canadian Northern railways westward from Winnipeg.

The party left Thursday night, September 2, in a train of twelve cars, composed of nine Pullman sleepers, two dining cars and one baggage car.

On Friday, September 3, a stop was made at Regina, the capital of Saskatchewan, from 11:00 A.M. to 4:00 P.M. The citizens of Regina met the party with carriages and automobiles and showed off their young town to the best advantage. Lunch was served in the new city hall, speeches followed, and then a trip was made to see the finely equipped mounted police of this region.

At 5:30 a stop was made at the young boom town of Moose Jaw, where the party was met by a brass band and led up the main street under an arch composed of the products of the region. Supper was served in the skating rink as there was no other building in the town large enough to seat the three to four hundred citizens and guests. The party then returned to the sleepers and the train pulled out during the night and started across the Great Plains. Up to 4 o'clock