Abstract of President's Annual Report.

President Crafts opens his report with a reference to recent notable events in the college world. The inauguration of presidents at Amherst, Wellesley, Brown and Yale, the announcement of educational programmes at those occasions, and in particular a comparison made by President Hadley between professional schools and colleges, have lead to a statement in the President's report of the part which is taken by the Institute in the educational efforts of the day.

The President of Yale describes the students of Military Academies as a homogeneous body of men pursuing a common scheme of studies with a common end in view, and with rigorous requirements as to work, and says that in colleges the community of interest is less and the community of hard work is very much less, and he fears that the true spirit of college democracy may pass away under the new form of college life.

It is pointed out in the report that an independent school of applied science also attracts a homogeneous body of students because selection is brought about by the known fact that this course of study is arduous and demands a mind trained to mathematical discipline, thus operating a selection before entrance, while a prescribed curriculum and a mature understanding of the application of the studies to professional work lead the students to strive constantly towards a common goal.

*Esprit de corps* in college is succeeded in after-life by the professional spirit with its declared standard of honor and distinctness of purpose, so that in the civil as well as in the military professions men are bound together and form a disciplined element in the community. The subsequent careers of our graduates proves the maintenance of professional spirit, since more than 90% remain in some sort of scientific occupation. They form part of an army of more than 300,000 engineers, chemists, miners, physicians and architects, who are transforming American industries and replacing wasteful guesswork methods by calculations and by trained taste.

The difference between the educational work of scientific schools and colleges is described as follows: "Any institution whose fixed course of studies maintains a high educational standard and strengthens a distinct purpose till it is settled for life is doing its true work as a professional school. The college of to-day seems to be accepting another task as its most important function—that of directing and giving play to scholarly and social tastes, * * * "

Attention is called to the tendency which is growing in all professional schools, to make their work succeed that of college, and it is stated that in Germany, now that the polytechnic school of Charlottenburg has acquired the right to give the degree of Ph. D., projects are on foot for establishing a technical degree superior to that of the University.

The fitting place for technical schools, whether independent or incorporated with a university, is discussed, and it is noticed that in Europe they are almost always independent, while with us they have grown up under the shelter of an old university or as part of a new one. The advantages of independence in handling problems so different from those of the University is pointed out, and we think that it has been illustrated by the history of the Institute, which has had a free development within a great educational centre.

A description is given of the government of American collegiate institutions by private individuals incorporated as trustees by the States and granted the right of conferring degrees. In Europe such functions belong to a trained, permanent board of experts, attached to the ministry of public instruction, with the financial resources of the state at their back. In our Eastern, Middle and Southern States, men in private life have taken these duties upon themselves gratuitously and, in consultation with faculties, have instituted new courses of higher instruction and have appealed to the community for financial support. The methods of teaching applied science thus organized have in some branches been more nearly in touch with the demands of the time than in any other country. The report says: "Such governing bodies, unlike ministers of education abroad, have frequently been obliged not only to decide upon new courses of study, but also to pay for them from their own pockets, and in the Institute each demand has met with a generous response not only from those of our own government and from our alumni, but also in a very remarkable way from men quite unconnected with us, who have put their wealth in our hands for distribution without reserve or restriction. It is easy to understand that