

DIGEST OF ENGLISH LAW REPORTS—REVIEWS.

died. *Held*, that the words "vested interest" were not used by the testator in their technical sense, and that his son did not take a vested interest under the will.—*Greenhalgh v. Bates*, L. R. 2 P. & D. 47.

5. H. executed a will disposing of his property in Tasmania; he subsequently executed another will disposing of his property in England, and confirming his former will. *Held*, that the two constituted but one will, and should be proved together.—*Goods of Harris*, L. R. 2 P. & D. 83.

6. Testator executed a will in India which was deposited in a bank there. Afterwards he executed a codicil in England, in which was this clause: "Of which will I, along with this codicil thereto, execute a copy, and homologate and confirm the same in all particulars, except in so far as altered or revoked by this codicil." At the execution of the codicil he showed the witnesses a copy of the will. *Held*, that the copy of the will shown was incorporated in the codicil.—*Goods of Mercer*, L. R. 2 P. & D. 91.

7. A Scotchman, domiciled in England, and having estates in England and Scotland, made, according to the law of Scotland, a "trust disposition and settlement" of his Scotch estate, which was revocable. In his will he recited and confirmed the settlement, and gave the residue of his real and personal estate to trustees to sell, and out of the proceeds to pay and discharge all his just debts and legacies. Afterwards he borrowed of trustees £14,000, in which he had a life-interest, and gave them as security a heritable bond charging the debt on the Scotch estate. By the law of Scotland, the Scotch estate thus charged was primarily liable to discharge the debt. *Held*, that the provision in the will to pay all debts, included the debt charged on the Scotch estate, and that the residuary estate must discharge it.—*Maxwell v. Maxwell*, L. R. 4 H. L. 506.

See AMBIGUITY; CODICIL; CONSTRUCTION, 3-8; CY PRES; DEVISE; ELECTION; EVIDENCE, 1; REMOTENESS; RESIDUARY CLAUSE, 1, 2.

WORDS.

"Buildings."—See COVENANT, 1. "Cargo."—See CONTRACT, 1. "Family."—See WILL, 1. "Obstruction."—See CRIMINAL LAW. "Obtain."—See FALSE PRETENCES. "Seller by retail of wine."—See COVENANT, 2. "Treat and view."—See PRINCIPAL AND AGENT, 1. "Vested Interest."—See WILL, 4. "Warrant, Authority, or Request"—See FORGERY. "Younger sons."—See CLASS.

REVIEWS.

HARRISON'S COMMON LAW PROCEDURE ACT. Second Edition. Copp, Clark & Co., 1870.

Six parts of this invaluable work have been issued. The next part, which will contain the Index, Table of Cases cited, &c., will complete the labours of the author.

The first edition had become of little use for ready reference, owing to the changes affected by subsequent legislation, nor of course does it contain the recent cases; and though without that which the first edition had taught us to look upon as a necessity for so long a time, the practising lawyer had not succeeded, as is sometimes the case under such circumstances, in doing without it, and every day he looked forward for the new edition (as we now do for the Consolidated Digest which Mr. Robinson is preparing). It will be like re-establishing an old land-mark to have the new volume bound and complete on our shelves.

From what we have seen of it so far, it is evident the author has spared no pains to make it as reliable as the first edition, and it will be more complete and full, not only as to the number of acts annotated, but as to the cases referred to. We shall speak of it again when the last part has been issued.

The education of the Roman youth was, under the republic, deemed incomplete until he committed to heart, and thoroughly understood, the twelve tables constituting the fundamental law of his country. The individuals who control our public school system deem a knowledge of the law of the land of so little use that its principles are not, even in a remote manner, brought to the notice of the school children of to-day. Reading and writing imperfectly acquired, with a dim and hazy comprehension of arithmetic and geography, make up the fundamental culture gained in the common schools, and the scheme of education is rendered complete by an accurate understanding of that least practical of all abstract sciences, English grammar. That our public school system has many excellent features cannot be denied, but its main object seems to have been lost sight of. That object is not to produce great linguists or men cultivated in literature or profound in science, but to so train the citizen that he may better perform the duties appertaining to his citizenship. Without neglecting those fundamental acquirements which are necessary conditions of all knowledge, the educational scheme of a common school should make provision for a study of the laws of the society within which it has its existence, and not, while pretending to impart to its pupils all necessary knowledge, keep them wholly ignorant of their duties and their rights as members of that society.—*Albany Law Journal*.