

is as Cæsar's will, for even his foes are his heirs. The whole tenor of this unique document is eminently characteristic of the testator. It is ultra-modern and strikingly original. While all the world applauds, many and varied have been the expressions regarding it. William Waldorf Astor says that the will has "a touch of greatness that bewilders." The President of Chicago University writes: "It will set a good example to the whole world on the proper use of large fortunes." "A step to the federal council of peace within the race," says Andrew Carnegie.

The will disposes of thirty million dollars, half a million of which is bequeathed to his *Alma Mater*, Oriel College, Oxford. He leaves a sum that may be roughly bulked at ten million dollars for the establishment of scholarships, tenable at Oxford, for three years. The beneficiaries are to be from all the colonies, from each of the States and Territories of the United States, and from Germany.

That the African magnate set no store on the mere bookworm, and believed that education should include a great deal more than scholastic attainment is shown by the standard he laid down for awards. In analyzing his conception of character, it is best first to present the four groups of qualities in the testator's own way.

(1) "Literary and scholastic attainments," (intellectual): 3 parts; (2) "Fondness for the success in outdoor sports," (physical): 2 parts; (3) "Manhood, truth, courage, devotion of duty, sympathy for and protection of the weak, kindliness, unselfishness, and fellowship," (social): 3 parts; (4) "Moral force of character, and instincts which will be likely in after life to guide him to esteem the performance of public duties as his highest aim," (moral): 2 parts.

From this it will be seen that literary attainment only counts three parts in the allotment of the scholarships. To educationalists this is a startling novel standard. It might appear, at first glance, that in his apportionment of human qualities to the ideal youth, Mr. Rhodes would scrimp his moral traits. But upon a closer examination it will be seen that under the group called "social," many characteristics have been included which may be more correctly classed as moral, so that the third and

fourth groups really overlap and constitute one-half of the whole.

Regarding the American scholarships Mr. Rhodes says: "*Whereas I desire to encourage and desire to foster an appreciation of the advantages which I implicitly believe will result from a union of English-speaking peoples throughout the world, and to encourage the students from the United States who will benefit by these scholarships an attachment to the country from which they have sprung, but, without, I hope, withdrawing them or their sympathies from the land of their adoption or birth.*" He especially provides that no student shall be qualified or disqualified for election to a scholarship on account of race or religious opinion.

Much amazement is expressed that the will gives Canada but nine scholarships and completely ignores British Columbia and other provinces. As considerable latitude is given to the seven executors, this oversight will likely be amended. The editor of *The Toronto World*, in commenting on this fact, has very properly remarked that it is not necessary for Canada's young men to go to Oxford to become inspired with the British idea, nor is it necessary for them to learn the American for Canadians are the most typical Anglo-Saxons in the world. They are British in nationality and American in business and social life, thus combining the best qualities of both nations.

Much speculation is rife in journalism as to the effect the change will have on the two countries, for the results will be more felt in the political and social world than in the educational. Will a hundred young Americans pitting their abilities and instincts against England's caste-stiffened aristocracy, lead to more democratic tendencies in England or more conservative ones in the United States? It cannot but work both ways. If young Americans are to be the new wine in old bottles they must be prepared to take the flavor of the bottle. Yet it is probable that England will feel the change most for there can be no guarantee that the Colonial or American student when he has completed his university course will return home. He is