

wrongs or prevent them. They are to interpret and apply the laws.—*Utica Herald*.

ABOUT forty professors of modern languages from the principal institutions of learning in the country met in convention lately, at Columbia College, with a view to establishing an association for the purpose of promoting the study of modern languages in American Colleges. At the morning session Professor E. L. Walter, of the University of Michigan, presided. The subject discussed was "The Best Method of Teaching Modern Languages." Professor Brandt, of Hamilton College, thought that the method of teaching should vary with the aim of the student, as some wished to study German or French simply for the sake of reading works in those languages which would aid them in some specialty, while others studied them to learn to speak them in business, or for the sake of literary culture or philological research. The discussion was participated in by Professors Andrews, of Columbia College; Worman, of Vanderbilt University; Cooke, of Harvard College; Elliot, of Johns Hopkins University; and Rice, of Williams College. At the afternoon session President Carter, of Williams College, presided, and "The Most Efficient Means of Raising the Standard of Study of Modern Languages," was discussed. Professor Brandt, of Hamilton College, proposed that a journal in the interest of modern language study be established with several departments—one for English, another for French, a third for German, and a fourth, under one editor, for Italian and Spanish. The journal should be devoted to book reviews, original matter and pedagogies, and should not be of a popular nature. Professor March, of Lafayette, favoured the establishment of a journal of popular philology, which would be self-supporting, and would be of interest to a large and growing class of educated men in different walks of life. Professor Eliot, of Johns Hopkins University, thought many sections of the country sadly in need of trained teachers in modern languages. He knew of one place where a teacher had the title of "professor of French and dancing," and another where a course of study was called "lectures on French and preservation of the teeth." The speaker did not wish to have the modern languages substituted for Greek. Comparisons were odious, he thought Greek should be used for a thorough preparation for students, but when they came to College they should have the opportunity to take what they wished to. It was almost impossible to have a good superstructure of modern languages without a good foundation of the ancient languages. The professor thought that the modern languages should be placed on an equality with the classical languages. The inferior position which modern languages had occupied lowered the respect for them of teacher, students and the public generally. Professor Williams, of Brown University, said that modern languages would never reach the plane of equality with mathematics and the ancient languages until by efficient instruction they should be made as difficult and as solid as mathematics, Greek or Latin. Professor Calvin Thomas, of the University of Michigan, said that professors would do well to respect the abilities of their students, and to assume that they would familiarize themselves with any range of idea which was constantly presented to them. He consequently did not think, as some instructors did, that students were not benefited by the study of Greek plays, Lessing's "Laocoon" or Goethe's "Faust," because they could not understand these works completely. From the discipline which resulted to the memory, and especially from that broadening of the mental faculties called culture, the study of the classics was most beneficial, he thought, and to many men the reading of Homer in the original had been one of the most important events in their lives. A report of the Committee on Organization was adopted, by which a permanent association was formed with the name "The Modern Language Association of America." Any professor of modern languages in a college which confers the degree of B.A. may become a member of the association, and any teacher may join it who has been invited to do so by the Executive Committee. President Carter, of Williams, was elected president for the coming year.—*N. Y. Tribune*.

YOUR readers shall have a glimpse this week of English university life. We will go to Cambridge, as that place enjoys a degree of social pre-eminence over Oxford just now on account of having among its undergraduates Prince Albert Victor, the eldest son and heir of the Prince of Wales. Where there are 3,000 young bloods, most of them belonging to the aristocracy, and many having a great deal more money than sense, we are sure to find something to interest, if not to instruct us. The chief features of the town are its narrow streets and the seventeen colleges it contains. An English writer would descant rapturously upon the river that runs through it, but looking at this narrow stream with American eyes we cannot regard it as being anything but an ordinary creek. Its banks, however, are beautifully kept, and besides affording boating facilities to the students, it gives an air of picturesqueness, such as a wider stream could not, to the college grounds. One thing about Cambridge will shock you, and that is the names, derived, of course, from the colleges, given to some of the streets and public places. The regular habitues may see nothing wrong in such titles, but it seems awful to the visitor to walk through Jesus' Lane, to see the town children disporting on Christ's Pieces, and a match played by "children of a larger growth" on Corpus Christi football grounds! You will soon know by the street scenes that you are in a great centre of high-class education. In the forenoon about every other man you meet will have on a black gown and a mortar-board hat, and in the afternoon you will see an equal number who have exchanged this toggery for some fantastic sporting suit, and are now hastening to their favourite rendezvous for a few hours of play. At certain times of the day you will be reminded of your whereabouts by even the vehicles in the streets, for most of these will contain dishes and ample cans, and will be pushing about through the town with the meals of the students who have private apartments. Only a limited number can room in the colleges, and these get in by priority of application. The rest must lodge elsewhere. But the dons, it appears, exercise control over the stomachs of the young men, as well as their minds. In other words, the townspeople may "sleep" these young hopefuls, but they are not allowed to "eat" them, as the old woman expressed it, for their hash and other delicacies are sent regularly from the colleges. It takes three years to get a degree at Cambridge, and the examinations both for admission and graduation are very stiff. Up to a few years ago none were received either here or at Oxford, except adherents of the Church of England. The colleges are still under the control of that church, but Dissenters now have equal privileges, for they are excused, if they desire, from the chapel services, to which the others must go three or four times a week and twice on Sunday. In their enjoyment of this privilege the Dissenting boys are greatly envied by their chums of the orthodox faith, and I should not be surprised to hear of converts being made, for one of their number assured me that chapel duties are in general disfavor among the students, and are shirked whenever possible. There are three terms during the year, covering about eight months. They have a month for kicking up their heels at Christmas, and a long vacation of about three months in the summer. These periods of rest and refreshment, I need hardly say, are very popular. With the exception of the few deserving young men who have to stay here to earn the money necessary for the next term, the students all "go down" at vacation times, and the old town looks like a deserted village. The lectures cost about two guineas a course, the total expenditure in this direction depending upon the number of subjects the student goes in for. Board amounts to from fifteen to twenty guineas a term, a guinea being equivalent to a five dollar bill. Those who have rooms outside pay from ten to fifteen guineas a term for them. I am told that one who is economical and virtuous can get all the advantages of this magnificent University, with a large amount of innocent sport thrown in, for about forty guineas a term, which would aggregate only \$600 a year. But you may be sure that only a very few get off with anything like so low a figure as that. The legitimate expenses are only a fraction of what the majority spend. I hear of as much as \$2500 being dropped by some of them over a single game of