

laws of the college, weigh it carefully and render decision, which of course, is liable to be overruled by the Faculty, but will stand as the judgment of the students themselves.

Harvard College was named after John Harvard who in 1638 left to the college £779 and a library of over 300 books. William's College was named after Colonel Ephraim Williams a soldier of the old French war. Dartmouth College was named after Lord Dartmouth who subscribed a large amount and was president of the first board of trustees. Brown University received its name from Hon. Nicholas Brown who was a graduate and endowed the College very largely. Columbia College was called Kings College till the close of the war when it was named Columbia. Bowdoin was named after Governor Bowdoin of Maine. Yale College was named after Elihu Yale who made liberal donations to it. Colby University was named after Mr. Colby of Boston who gave \$50,000 to the College in 1866. Cornell University was named after Ezra Cornell its founder.

The University of Cambridge comprises seventeen colleges, each of course, with its own government, buildings and grounds. The college grounds are much smaller than those of the average American college. At Cambridge, an under-graduate's apartments consists of three large chambers, with a small pantry. The main room is a fine airy place, in which breakfast and luncheon are served by a private servant. Attached to this room is the little pantry used for light working and storage. Two other rooms open out of the main apartment; they are ten by fourteen, one employed as a study and the other as a bed chamber. A recent writer says of life at an English college, that it is intellectually far stronger than that of an American college. The men seem to accomplish more than we do with less work. The dinner is regarded as the central feature of the daily life, for the whole college usually meets at this time.—Ex.

Pres. Eliot of Harvard, recently gave an instance of what a firm will and mother-wit can do in enabling a young man to surmount the difficulties in the way of his getting an education. Two years and a half ago there

appeared for admission, a young man of rough exterior who came from a small village in N. Y., where his father earned a scanty living as a stone mason. He came to see me before the examination, and stated, among other things, that he never had a teacher in Greek, Latin or German; that he had begun to learn these three languages only sixteen months before; that out of these sixteen months he had worked ten at his trade as a stone mason, and that his entire quick capital was \$10. To my astonishment he passed an excellent examination succeeding in every subject except Greek composition which he had never tried to learn. He was taken care of at Cambridge, as many another has been, and in his first year won a scholarship.

Methods and Curricula.

To fix the character and methods of true education is perhaps the greatest problem of this practical age. To deal with the infinitude of knowledge, to determine what may and what can be studied, to chart out the realm of common and professional inquiry, to originize and vitilize a system of schools, which will meet claims for general and class culture, to discern the laws of physical, mental and moral growth, and adapt the quantity, quality and manner of instruction to these laws, are parts of a problem the perfect solution of which must long remain ideal. Some, analyzing human nature for data, have made valuable deductions; others, reasoning from external necessity, have introduced essential elements: But time adds new complications while even in respect to present progress neither unanimity in theory nor uniformity in practice is realized.

For some years there has been conflict between the old and new, the theoretical and practical. Will colleges revise their curricula and methods in obedience to the spirit and learning of the times, or continue in the same groove ad infinitum? has been in many cases a burning question. In most institutions there has been a yielding, but many journals still attack college conservatism.

The Visitor says: "Old text Books die hard. Old methods, in many instances, refuse to