

treas: why not ——— College, (Theological), Kingston.

We however, notice another source of mistake. Our Arts College and our University have the same name, and, because of this, they are frequently confounded. We would here suggest that the Arts department should alone retain the name of Queen's, and that the University should be called the Kingston University. By adopting suggestions we would fall in line with the leading Universities of the world, Oxford, Cambridge, Edinburgh, Glasgow, London, Princeton, &c., and we would also forever put to silence the ignorance of foolish men with their war cry 'denominational.'

THERE is a great deal of force in the advice given to students by a recent writer. "Know a little about everything and everything about something." Each college in arranging its curriculum is beginning to recognize the soundness of this advice. The objection is urged against specialists, that they are but onesided men. This objection arises from judging of extreme cases and from a misconception of what is really implied in an education. It may be pointed out in reply to the objection that different branches of study are so intertwined, that it is almost impossible to have a thorough knowledge of any one without becoming more or less familiar with others. Most college courses are now being so arranged that by requiring the students to attend the junior classes in each department a substantial groundwork is laid down. So after the first year or two the student is allowed to pursue his favorite department untrammelled. The advantages arising from special courses so far outweigh the disadvantages that any college failing to recognize this fact is sure to fall into the background. Every experienced educator knows that the talents of students vary greatly. One, for example, has a remarkable capacity for Classics but none for Mathematics and *vice versa*. Under these circumstances there must be a great waste of energy in compell-

ing each one to go through exactly the same course. Then too, the different departments have become so vastly enlarged in modern times that the specialist alone can ever hope to master any one thoroughly. It must not be forgotten—as is very apt to be the case in this unfortunate age of excessive examinations—that education does not consist merely in storing the memory with facts, like lumber in a yard. Just as the lumber is comparatively useless unless manufactured and combined in the formation of various articles, so the mind must be trained to take facts and arrange them into a reasoned system. Argument must be joined to argument in order that definite and comprehensive conclusions may be formed. Hence, mental training is a much more important factor in education than storing the memory. A scholar is not merely a man who picks up odds and ends from newspapers and reviews and thrusts forward his opinion—or rather the opinion of others—upon every occasion. On the other hand he lives in the past as well as in the present. He holds discourse not only with the great minds of to-day, but with the leaders of thought in every age. He begins at the source and follows down his chosen stream—Philosophy, Science or whatever it may be—exploring its tributaries, noting its windings and measuring its everwidening and everdeepening channel until it comes down to the present time. Such a comprehensive grasp of any particular department, can only be obtained, by allowing and even encouraging the development of individual tastes. Hence the necessity of giving every chance to specialists.

THE Cambridge police arrested a man, who they said kept a cock-pit and toughened birds for the ring; but he produced evidence which clearly proved that he was only raising chickens for Cambridge boarding-house keepers. He will die in affluence.

MORRIN College, Quebec, has opened its doors to women. Miss Pilkington is a first year student in Arts.

WE learn from *The Morrin College Review* that some changes have been made in the arrangement of the classes at Morrin College. English Literature will be taught by Professor Weir, and Mathematics by Dr. Harper of the High School, probably foreshadowing a yet closer affiliation between the two institutions. Dr. Mathews will, for the present, take the Moral Philosophy, and the Principal will limit himself, as last year, to the Political Economy. No alterations have been made in the Theological department.