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The Editors must be acquainted with the name of the author of any article, whether local or literary.

THE Province of Manitoba has profited by the experience of Ontario in the important matter of University organization. In the prairie Province an University has been established after the model of London University, a strictly examining body. Grouped around this University of Manitoba, as it is styled, and in affiliation with it are a number of denominational Colleges—Roman Catholic, Episcopalian and Presbyterian. Representatives of these divergent creeds met together to lay down a curriculum of study to be common to all the Colleges; and this they accomplished without any jarring of sectarian prejudice. Since its inception the examining board of the University—composed of members of these various denominations—has met and performed its duties, while the utmost harmony and good feeling have prevailed. This concord is one of the

happiest results of such an University system, for surely if there is a platform upon which all creeds and denominations may meet as upon common ground—it is upon the platform of a liberal education, whose planks are the Arts and Sciences. The Greek accent can never stir the passions of the most biased sectary, nor the hydrostatic paradox excite a protest in the most dissident of dissenters.

That there are corrigible features about the machinery of University education in Ontario nearly all admit, and, while we may regret this, it is consolatory that Ontario has not lived in vain, that her experience is not thrown away upon her sister Province. We trust that in the not distant future the Alumni of Manitoba's scientifically modelled University may be as famous for excellent scholarship as the soil they tread is for the production of mammoth potatoes.

THE people in some parts of Ontario seem to be awakening to their needs in the matter of public libraries. It is almost incredible that this Province should have reached so high a state of development, that general information should be so widely diffused, that the value of knowledge should be so keenly appreciated and yet so potent an educator as public libraries should have been entirely neglected. Of the two great educators, experience and books, it is difficult to say which is the more valuable, but their benefits are best realized when the one is suppletory of the other. The lessons of the first, each man must learn for himself—