

faculty matches. As arrangements are being made for this for next season, it is unnecessary to discuss it, except to urge years and faculties to give it their best attention. The second point is that every player in the University should do all in his power to increase the efficiency of his Alma Mater's teams. The organ of the students of Edinburgh University has been complaining recently that many of the best football players in their university play with outside clubs and are no help whatever to the college teams. This is not the case with any of our senior players in either football or hockey, but many of the best of the junior players belong to outside clubs, and this tends to weaken the junior teams and to give the seniors inferior practice. Were it not for this, we might to-day hold more than one junior championship. This defect should not assume more serious dimensions. When another season comes, then, let every man give his Alma Mater first place and help her to maintain her present proud position in athletics.

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Week by week the session has glided by till now the examinations have come upon us like a "wolf on the fold." For the past few days the Meds. have been busy scoring points and transferring their wisdom to paper, and in two weeks time the Artsmen will also be in the "agony." The man who has done faithful work for the last six months can now warble merrily:

"Hasten thee, Kronos!  
On with thy clattering trot!  
Quick, rattle along,  
Over stock and stone let thy trot  
Into life straightway lead!"

for he fears not the face of the examiners. But what of those untamed youths who have spent their days in loafing around the halls and their nights in walking the streets! By a process of "cram" from this time on to exams. their names may possibly appear on the lists, but we fail to see how a University course can in this way take a strong hold on their life. We would warn one and all against over-taxing their working powers, and wish them a clear head and steady hand when their day of trial comes.

There are two questions in connection with examinations that have recently been agitating educational and college periodicals, the form that examinations should take and the best means for preventing copying. With regard to the latter some American colleges have adopted the "Honour" system, by which candidates are left to themselves and pledge their word that during the examination they have neither given nor received assistance. We are not prepared to discuss the merits or demerits of this plan for in Queen's the question is not a pressing one. And yet it is popularly reported that considerable illegitimate work is done during

exams. and occasionally we hear of an offender being caught. It would be an ideal state of affairs if our exams. were absolutely free from this element, but we believe that it could be reduced to a minimum by the infliction of a severer penalty than at present, such as expulsion or rustication, and by not allowing the examination hall to be overcrowded, as it so often is.

At Cornell University term examinations have been abandoned and rank is determined by daily recitations, and this perhaps will afford a truer test of the students' progress than a single examination, where chance work may play a considerable part. But a practical difficulty arises in ascertaining in large classes what the standing of individuals really is. This is too vexed a question to discuss at length, but we believe that the plan followed by some of our own Professors, by which class work and final papers are both given due value, points to the true solution of the problem.

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A recent reading of Frederic Harrison's "Choice of Books" has left some strong impressions on our mind, and by no means the feeblest of these is that more of the students and graduates of Queen's than are now doing so might profitably adopt the course he maps out. We have courses in Comparative Religion, Comparative Grammar and Philology, but as yet little or nothing has been done, either in the class-rooms by the professors or in their private studies by the students, in the rich field of Comparative Literature. A richer field it would be impossible to find and yet as under-graduate and post-graduate students we have completely neglected it. We can not point to a man who is even tolerably well acquainted with the masterpieces, let us say, of the Latin, Greek, French, German and English literatures. We have first class honour men in English and Moderns who know nothing of Homer, Aeschylus, Sophocles or Virgil, either in the original or through the translations. We have first-class honour men in Classics who know nothing of Lessing, Schiller or Goethe; Corneille, Racine or Hugo; and very little even of our own Shakespeare or Browning. Surely from the point of view of the highest university culture, this is much to be regretted, and if it is the result of our specializing tendencies, the ultimate value of such tendencies is questionable.

There can be no study more full of pleasure and genuine inspiration for the literary student than the comparative study of literatures. To trace the rise and development of the drama in Greece and England, to compare the problems of ancient and modern life and notice the differences in the treatment given to these problems by the different dramatists would constitute a liberal education in itself.