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JAMES BINNIE, M.A., - - - *Editor-in-Chief.*
J. W. MUIRHEAD, - - - *Managing Editor.*
A. E. LAVELL, - - - *Business Manager.*

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WITH this number we present to our readers the portrait of Rev. Dr. Ross, Professor in Apologetics and N. T. Exegesis. His ability as a lecturer, his gentlemanly and Christian bearing, and the warm sympathy he manifests in the welfare of his students have won for him their love and respect. A sketch of his life will be found in another column.

It is with pleasure that we present to our readers a portrait of our football team, which has so ably upheld the honour of Queen's during the past season. We are justly proud of the boys who have proven themselves worthy of a high place in football circles, and have shown the kind of stuff Queen's men are made of. The *Dominion Illustrated*, in presenting its readers with a picture of our team, says of them: "It is true they are not champions of the Ontario Union, but they occupy the next best place. They play a strong, hard game, and in both their matches they gave the Hamilton team all they could do. Their first match with the champions was protested and the match ordered to be played over again, but they were no more fortunate in their second attempt, although it was a magnificent struggle to the last. This club is among the most enthusiastic supporters of the Rugby game, and a great deal of the popularity of the game in the west is due their efforts."

In our first number for this session we intimated that we wished to make the JOURNAL, as far as possible, a bond of union between the students and graduates of Queen's.

We have heard it said in past years that the JOURNAL was not as interesting to the average graduate as it might have been. We think this was to some extent

correct. We believe the same remark might be truthfully made still. But on whom is the blame for this to be laid? Can students be expected to look at things quite from a graduate's point of view? We think not. Being anxious, however, to do what we could to make the JOURNAL as fully representative of both graduates and students as possible, we intimated that we would be pleased to receive articles of general interest from any graduate. Hoping in this way to increase the interest of the JOURNAL for both graduates and students. We went even further, and communicated privately with several of the graduates who we thought would be most likely to assist us. Our readers know how the graduates have responded. So far only *one* article has been received, and not half a dozen graduates have promised articles. To those who have done so we desire to express our thanks and our appreciation of the encouragements and suggestions received. But we do not think the JOURNAL had a right to expect such a limited response, and in the future if anyone says the JOURNAL is not so interesting to graduates as it might be, we shall answer that the graduates themselves are chiefly to blame for such a state of affairs. If the graduates do not do something in the line suggested the JOURNAL must become wholly a students' paper.

In a recent issue of the Kingston *Whig* an interesting review was given of the Departmental examination paper on Geography submitted to candidates for entrance to the Collegiate Institute. The reviewer pointed out that the reason why all the pupils were plucked is found in the absurdly unsuitable character of the paper given them. The fact that a readjustment of marks had to be made in order that all the candidates might not lose the examination is an acknowledgement by the authorities that the paper was unfair. Many of the questions are simply puzzles, and the majority of them do not deal with the subject. To place an unfair paper in the hands of pupils is certainly a grave mistake and may lead to serious results. It does not give a fair test of the pupil's knowledge, and is almost certain to discourage the honest worker, who finds himself outstripped by others who know far less about the subject than he but who are better at guessing. There is no examination which means so much to the boy or girl or on which so much depends as the entrance, and an unfair paper may blight the future prospects of the most promising students. The tendency of this class of papers is also to prevent the true aim of education. Instead of striving to give the pupils a thorough knowledge of the subject, the teacher