

Department another Canadian, Prof. Schofield, who by reason of extraordinary researches abroad, in the field of Mediaeval Literature, has risen to a prominent position in this college and in the world of scholarship at large.

Harvard is not more partial to Canadians than to any other class of men, but she takes a good man, where, when, and in whatsoever way she can get him, and as a consequence, reaps the benefit of such cosmopolitan policy.

Another important figure in the literary circle is Prof. William Allen Neilson, of Edinburgh, a remarkably able lecturer, who has recently become famous by reason of his having revived Shakespeare for the 11th time. There have been a good many such revivals but it is probable that Prof. Neilson's edition will ultimately come to be the standard textual authority on the work of that great playwright.

A study of criticism is one of the strongest features of the Harvard system, but the reading entailed is so wide and so varied that the results are in danger of having merely the appearance of thoroughness, and coming to be simply a superficial overhauling. The so-called culture acquired may not bear over close scrutiny and might be likened to the marble statue, polished on the surface but rough enough beneath, or it is in danger of being only too aptly compared to a shell, which when cracked open reveals nothing whatever within. The art of selection it is possible to practice always, but it is an art that must be cultivated by the student as it is certainly not a big product of the University.

The light of Germanic influence which has flooded Harvard for ten years is a little on the wane. There still linger strong evidences of it and in the Department of Literature this influence is marked by the historical method in criticism.

Each instructor has his specialty and draws from it the dregs. A stranger after the first couple of weeks would be inclined to remark something as follows. The attitude of the men as a body is too objective. They stand apart from the subject and seem to treat it as a science. The purely literary element shrinks almost to nothing—art, style and so forth are scarcely kept alive. The element of humor comes in too frequently and the element of reverence seems very often wanting.

In a few months these appearances resolve themselves and the student finds that the great literary currents are being tapped and made to give up their meaning. The pall falls from his critical vision and he sees more clearly than before that literature is only a method—a means as Economics, History, Philology, etc., are but means to the common end of knowledge which is the understanding of man in all the complexity of changing social relations as well as in his attitude toward outward things.

To one accustomed to our way of looking at things at Queen's it requires some little adaptation. If that were happily effected one would see that neither system is all sufficing, that neither are they incompatible, but make for a combination in literary methods which is more satisfying to the student than either alone could possibly be. One system seems apt to lay