

influence of Queen's or retard her progress. We do this in no fault-finding spirit, but with an eye single to the welfare of our Alma Mater. Without further preface we may say that a decided reformation is needed in the method of teaching English.

The chair of English is daily becoming more important in all our colleges. Latin and Greek no longer form the only literature worthy of a space on their curricular. We have in English Literature names as great as those of Homer and Virgil, works as worthy of being read as are the Iliad and the Æneid. Three centuries ago a knowledge of Latin and Greek was absolutely necessary to a good education, since almost the only works then in existence worthy of being read were those of the ancient writers. Now, however, we have a literature of our own equal if not superior to the Latin or the Greek, so that to-day a man who is well read in English has received as good a training, has a taste as cultured as the greatest of our Elizabethan authors. In this age in fact it is much more important to have a thorough acquaintance with the masterpiece of English than with those of the ancient classics. Seeing then that the subject is of such momentous importance it behooves us to have it taught in the best possible manner. What, may be asked, constitutes a knowledge of English Literature? Is it to know the names of the leading English authors from Cædmon to George Eliot, together with the date of their birth and death? Is it to know the names of their works and a brief criticism of them, their defects and their excellencies? Is it in brief to know by rote a list of names and dates and criticisms? These things are useful, but in our humble opinion they do not constitute a knowledge of English Literature. The study of English Literature should be a far different thing. It should be a study of the works themselves. Do we attempt

to get a knowledge of Latin and Greek authors by studying a history of their literature? No! we study the works themselves. Then why not study the English Classics in the same way?

Many of our graduates leave the University without ever having read even a play of Shakespeare, or an essay of Bacon or Addison. This is simply outrageous. It is almost incredible that a graduate of a University should leave its walls having a fair knowledge of the works of the greatest writers of antiquity, and yet not knowing a single line of "that noble literature, the most splendid and the most durable of the many glories of England." Yet such is the case. It is useless to say that students will pursue the study of English for themselves after they graduate. In some cases this will be done, but in the majority of instances owing either to want of time or to a want of taste it will be completely neglected. College is the place in which to develop a good literary taste, and the class of English Literature is the one in which this can best be done. In that class there should be read critically the works of some of our greatest authors. The student should be taught to note the peculiarities of the author and criticize his style. The literary period in which he wrote should be taken up. Difficult constructions should be explained. The thoughts of the author should be carefully analyzed and commented upon, &c., &c. These are only a few of the many things that might be taught in this class. Space will not allow us to dwell any longer on this subject, but we may refer to it in our next issue.

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AIDS TO MEMORY, were long known as cribs. They were then called after an animal that ate from a crib, a horse, or more commonly, a pony. The modern appellation, however, is a bicycle. We suppose this name comes from the fact, known to the initiated freshie, that only one can manage the thing.

ON the 9th of February the time for receiving Theses for M.D. expires.