

marked, the introduction of a strict system is more difficult. Criticism with its defined methods is there limited almost entirely to the study and emendation of manuscripts and texts and to interpretation of authors and documents, *i.e.*, to an introduction of those exercises which form the groundwork in the older philological seminaries. In the same degree as it has been found necessary to extend the field of research beyond the precincts of the universities, the rigid application of critical methods has relaxed. In many instances the work of specialists and practical experts, of explorers and travellers, of untrained amateurs with the assistance of large capital, has accumulated, at random, such an enormous amount of new material, usually out of the reach of the academic teacher, that the process, as it were, of digestion, of critical arrangement and sifting, has hardly begun. In the light of these vast and overwhelming discoveries, the results of earlier scholars and students who worked in a restricted area with small means and scanty material appear naturally insignificant and immature. Conclusions which they drew with much confidence from narrow premises and insufficient data have been disproved; whilst conjectures which at one time appeared fantastic and were ridiculed by men of the school have unexpectedly turned out to be true. All this has tended to bring the critical methods, or what is now called higher criticism, into some discredit, as a line of research which has no finality, and succeeds only in matters of detail; or, where larger problems are at stake, only by the aid of leading ideas and commanding points