

the grammar which is first to engage our attention was in fact the production of several hands. The introductory treatise on the Eight Parts of Speech and their Construction—the *Accidence*, as this part of the grammar is usually called—was by Dean Colet, drawn up by him for the use of St. Paul's school in London, founded by him in 1512. The *Syntax*, which followed the *Accidence*, was by Lily, but revised and improved by Erasmus, to whom Colet sent the manual for examination. Hence it began to be reported at the time that Erasmus was its author. But Erasmus himself set the public right on this point in a letter which was prefixed to an edition of the book in 1515, in which he says that the manual in question was written by Lily at the request of Colet: and he takes occasion to speak of Lily as a man of uncommon knowledge of Latin and Greek, and of admirable skill in the instruction of youth ("*vir utriusque literaturæ haud vulgariter peritus, et mirus rectæ instituendæ pubis artifex.*")

The ever memorable *Propria quæ maribus* and *As in præsentî* were the handiwork of Lily together with the *Carmen de Moribus*, Poem on Manners, of which I shall speak in another connection. But the *Quæ genus*, that is, the rules for irregular or heteroclite nouns, were by Dr. Robinson, sometime Dean of Durham; called Robert in some editions, but, more correctly I believe, Thomas in others.

Compiled for the most part in the second decade of the sixteenth century, Lily's Grammar was, as we see, no product of mediævalism: it was in truth one of the lesser outcomes of the renaissance of enlightened learning then in progress throughout Europe. Nevertheless the book has about it some strong mediæval characteristics. Its theory is that the Latin language is still to be deemed a living tongue, and to be made all but vernacular

with scholars and teachers. Accordingly after setting forth clearly enough the elements of the language and the construction of its eight parts of speech, in plain English, it repeats the same with amplifications in Latin. At the moment of the appearance of this grammar, the theory that Latin was to be cultivated almost as a vernacular, was beginning to be disregarded; and in the course of a few years it was virtually exploded, in England at least. Nevertheless, the Latin portions of Lily continued to be strongly insisted on in schools. Like Sir Thomas More, their common friend, Lily, Colet and Erasmus were very enlightened men; but in regard to the enforcement or abandonment of the colloquial use of Latin in schools, they were not at liberty. Its enforcement was, as I suppose, held to be absolutely necessary, so long as at the Universities of the time in England and on the Continent, instruction and ceremony were carried on wholly in Latin. and the medium of inter-communication amongst the "learned" everywhere was Latin. Had it been in the power of Lily and the rest to have encouraged the familiar use of English in schools, to the extent that Roger Ascham, soon afterwards did, and Richard Mulcaster, head master of St. Paul's School, it is curious to speculate as to what would have been the effect of their action on the subsequent history of literature in England. It is certain that much needless toil and torment would have been spared to after generations; and would not perhaps the real import of the Greek and Roman literatures have dawned upon innumerable persons in a shorter space of time and with more intelligence and delight, than has been the case under the system usually pursued, until of late, in the great schools and colleges?

I should have observed before that Lily was the first head master of St.