

accessible than those languages are themselves—in other words, the thing explaining should always be plainer than the thing explained.” By these words of Dr. Wylie we are once more brought to realize that astounding infatuation on which in these papers I have before enlarged, viz., the attempt to teach an unknown tongue in an unknown language: an infatuation which for so long a period did more than any other thing to bring discredit on the Latin and Greek Classics as instruments of education, and to defraud men of an intelligent enjoyment of the riches of Greek and Roman literature. Here was the fundamental mistake and misfortune, not only of the Delphin books from the moment of their first appearance; but of most of the annotated books issued for the use of the young throughout Germany, France, and the British Islands, for many a long year.

Mr. Smart's example was followed. It is to a scholar of the United States, Professor Anthon, of Columbia College, that modern students of classical literature are, perhaps, indebted the most for the improved style of handling Greek and Latin texts when intended for the use of beginners.

In Great Britain, Barker of Thetford, Norfolk, was among the earliest to favour Anthon's intelligent method. I remember the delight with which I devoured the instructive and entertaining matter brought to bear by Barker on the *De Amicitia* and *De Senectute* of Cicero, and the *Agricola* of Tacitus. Also the supposed conversations, though somewhat formal, between Dr. Barton and his pupil, Henry Arlington, prefixed to some of Anthon's books. In the dearth of good books of general reference at the time, information from uncommon sources was ever most welcome. Of course, everything was done by those who were pecuniarily and otherwise concerned in the commonly re-

ceived publications, to drive Barker off the field; and Anthon too; whose editions were speedily reprinted in England, and extensively adopted, showing that a felt want was being supplied. By the worshippers of the old routine both were anathematized. They were to be frowned down as dangerous innovators. Making too easy the work of the young, who ought to be compelled to encounter and surmount disagreeable difficulties, they evidently did not themselves know what scholarship was. They had betrayed the arcana of a craft and lowered the scholastic profession.

Barker and Anthon were abused, but they were imitated. Major translated Porson's Euripides, and Brasse did the same for Brunck, and Hermann and others on Sophocles. Dr. Arnold issued Thucydides with notes and elucidations in plain English. Dr. Stocker performed the like office for Juvenal and Persius, Herodotus and Livy. And now all English school books are copiously annotated in the vernacular. To employ Latin for such a purpose would at the present time be deemed quite eccentric.

Furthermore, it must finally be observed, that the English notes appended to the modern elementary editions of the Greek and Latin classics differ widely in spirit and aim, as well as in the matter of language, from those of the Delphin scholiasts and their followers. Scholarship, in these last days, has become scientific. It is the substance of Greek and Latin books that is now regarded; not merely the words and their shades of meaning. The history of human society, of human institutions, manners and arts, everywhere and in all ages, is sought to be mastered, and combined into a grand whole. With a view to this, the Greek and Latin languages and literatures are now studied, being indispensable elements in the science of comparative philology,