

nised by the great teachers of text-criticism in Germany, who, following the example of Richard Bentley, introduced his methods into their philological seminaries or training schools. These reached their highest development and most perfect organisation first under Hermann, and then under the greatest among his independent followers, Friedrich Ritschl (1806-1877). The philological seminary of the latter has become a model for the highest form of university instruction.

83.
Criticism as
practised by
Hermann
and Ritschl.

And yet it cannot be denied that in the larger movement of thought this criticism of texts, with all its elaborate and ingenious machinery, forms only a temporary resting-place. In this respect we can compare it to the temporary stages which in scientific thought have furnished firm foundations for great scientific developments. As such we had to regard, for instance, the atomic theory, the older undulatory theory of light, or the dynamical theory of gases. None of these theories, any more than the theory of gravitation, can be regarded as ultimate foundations, though they for a long time furnished convenient, well-defined, and practically useful standing-ground for research, and will continue to do so for teaching purposes, even after their merely preliminary character has become scientifically recognised.

In opposition to the grammatical and textual studies which formed the main part of Gottfried Hermann's labours, we have in Göttingen the development of Gessner's and Heyne's seminary under the influence of

little become antiquated as Bentley's dissertation on the 'Letters of Phalaris' or Lessing's 'Antiquarian Letters,' and will continue

to be the student's introduction to method" (see Wilamowitz-Moellendorff, in *Lexis, loc. cit.*, vol. i. p. 471).