

Schleiermacher, university teaching and learning entered on a new era, in which the idea prevailed that completeness, universality, and unity of knowledge could be secured by one and the same arrangement of study.¹ It was the age when philosophy for the last time had got a firm hold of all departments of knowledge, and permeated all scientific pursuits; ² when, favoured by political events,

¹ On this subject the literature connected with the foundation of the University of Berlin in the year 1809 is of special interest. It was essentially the creation of Wilhelm von Humboldt, though prepared by Wolf and Beyme in 1807. See Seeley, 'Life of Stein,' vol. ii. p. 430 *sqq.*; Haym, 'Leben W. v. Humboldts,' p. 270 *sqq.* The foundation of this university in the year of Prussia's greatest misery, when the first gleams of liberty in the rising of Spain and the success of Aspern had been extinguished by the defeat of Wagram, the voting of £22,500 per annum for the purposes of the new University and the Academy of Science and Arts, when a crushing war-tax hung over the country, when land was depreciated, the necessaries of life at famine prices, the currency of the country at a large discount, when every one, from the king to the lowest subject, was forced into sacrifices and economies of every kind, was an act as heroic as the great deeds on the battle-field, and as far-seeing as the measures of Stein and Scharnhorst. Interesting from our point of view are the ideas of Fichte on university teaching and academic learning, laid down in his 'Deducirter Plan einer zu Berlin zu errichtenden höheren Lehranstalt,' written at the request of the minister Beyme in 1807. In it a great deal is said about encyclopædic treatment. The question of the position

of philosophy in the encyclopædic or academic treatment of knowledge was easily solved in the Kantian school, to which most of the above-mentioned writers belonged. Later on in the school of Schelling it became more difficult. It was frequently discussed by Schelling himself, who was one of those that initiated the new era in the Academy of Munich, which was remodelled in the year 1807. See, *inter alia*, Schelling's essay, "Suggestions concerning the Occupation of the Philologico-Philosophical Class" of the Academy, and especially the following remarkable passage ('Werke,' vol. viii. p. 464): "If, indeed, Philosophy were denied living contact with real things, if she were obliged to soar in transcendent regions without end and measure, and to rise a hungry guest from the well-appointed table of Nature and Art, of History and Life; then it would be incomprehensible how she could still find so much support as to be received in an academy, and it would be much better if we also followed the path of other nations, who have lately said good-bye to all philosophy, and have thrown themselves, with the most glowing ardour, upon the exploration of Nature and Reality in every direction."

² The principal representatives of the encyclopædic teaching at the German universities were Eschenburg, Krug, and Gruber. The latter, in his introduction to the