

organise than Friedrich Ritschl himself. Under this influence not only did the few remaining classical schools in Thuringia and Saxony become the models upon which secondary education in the middle and south of Germany was reformed, but the exclusive character of these older schools was removed<sup>1</sup> and a universal system of educa-

<sup>1</sup> Among these the three most celebrated and influential were Pforta, Meissen, and Grimma. Many of the leaders of the sciences of antiquity and history had been themselves alumni of these celebrated high schools, among them notably Hermann himself and his pupil Fr. Thiersch. The latter undertook the reform of the high school system in Bavaria, and published interesting polemical records on this important side of his own activity. In these he came into conflict with the less exclusively classical system which was being introduced from Berlin in the high schools of Prussia and North Germany. The leader of this movement, himself in later years largely dependent upon Ritschl's advice, was Johannes Schulze (1786-1869), who in 1818 undertook the leadership of higher instruction in the Prussian Ministry under Altenstein, whose right hand in educational matters he remained up to the year 1840. He had himself studied both theology and philology, had been at Halle a member of F. A. Wolf's seminary, and an enthusiastic hearer of Schleiermacher's lectures. His experience was very wide and varied. For some time a teacher himself, as well as a preacher, he possessed to the end of his days an almost "convulsive liveliness" and the capacity of enthusiasm for things and persons. After living in the literary circles at Weimar he came, when called to

Berlin, under the influence of Hegel, whose lectures he attended together with other privy counsellors, considering that for educational purposes a comprehensive study of philosophy in its latest system was most suitable. "To this end," he says, "I attended, from 1819 to 1821, during two evening hours daily, all Hegel's lectures on Encyclopædia, Logic, Psychology, Philosophy of Law, History of Philosophy, Philosophy of Nature, Philosophy of Art, History, and Religion, and did not shirk the trouble to impress upon myself the contents of all these lectures in carefully elaborated lecture notes. Hegel used to visit me after he lectured, and then, or in the course of a ramble, to enter into my questions." And Schulze specially remarks that Hegel was to him at all times a faithful, wise, and unselfish counsellor in matters of higher instruction. See for further detail and quotations from an enormous literature dealing with the reform of the high schools in Germany, Paulsen's 'History' (*ante*, p. 116 note), 2nd ed., Book 5. According to Paulsen, the Prussian system under Schulze was more liberal in facilitating the entrance into the curricula of the high schools of other than purely classical studies such as Modern Languages, Mathematics, and Natural Sciences. These schools thus formed a transition to the more modern type.