

3.  
Interests of  
academic  
teaching

cipline and, on the other side, the establishment of leading aspects of thought, whereby firstly to gain knowledge, and secondly to grasp and organise it. During the first half of the nineteenth century so many new fields of research were opened out, especially on the Continent, by the labours of the Academies and Universities, that the necessity was felt of gathering the newly accumulated knowledge into systems and of organising it under leading ideas. Accordingly it was the age of the great scientific systems of the mathematicians and naturalists in France, and of the equally celebrated systems of philosophy in Germany. Academic teaching then emphasised, perhaps unduly, the constructive ideas which governed those systems. Gradually, however, the critical spirit acquired a mastery over the dogmatic and constructive spirit. The necessity was felt of sifting the existing knowledge, much of which proved to be incorrect; also of examining the leading ideas and theoretical aspects under which it had been organised. Many of the conclusions which had been drawn appeared premature, and some of them dangerous. Theoretical and systematic teaching acquired accordingly much more caution and circumspection, and this tendency has been encouraged and strengthened by another influence which has made itself increasingly felt in quite recent times.

4.  
and of prac-  
tical life.

This is the practical influence: the demands of actual life with its specific problems and difficulties. Everywhere these have made themselves felt, though in the different countries in different ways. The German Universities which, during the first half of the century,