

very strongly here is the existence in the midst of European life, all through our century, of this vast organisation for intellectual work, this great engine of thought; and to assign to it one of the foremost places among the great agencies with which we shall have to deal.

The beginning of the present century found this great institution of university education in full swing among all the German-speaking nations.¹ The eighteenth century brought it to that state of perfection in which we have been accustomed to see it. In the course of that century it outgrew its earlier and more limited phases of existence, its period of more restricted usefulness; it emancipated itself from Court and personal favouritism, from ecclesias-

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Full develop-
ment of
the German
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medicine and surgery, whereas Berlin concentrated the great representatives of the more recent scientific developments. In the course of the last hundred years no one university has been allowed to retain for any length of time the supremacy in any single branch. The light has quickly been diffused all over the country, when once kindled at one point. How will the future compare in this respect?

¹ This is not quite the case as regards Switzerland. The city of Basel, which before the Reformation was the seat of much learning, the names of Sebastian Brandt, Reuchlin, and Erasmus being intimately connected with it, had a university from 1459. The antagonism to classical and polite literature which characterised a large section of the Reformers (see Paulsen, p. 128 *sqq.*) destroyed many flourishing centres of culture; amongst them the University of Basel, which was suspended in 1529, when the city accepted the Reformation, but reopened three years later in 1532.

Geneva, though this is outside of the German-speaking area and presents a culture quite peculiar to itself, had an academy from 1559, with many celebrated professors and numerous students of theology from all countries of Europe. Lausanne, Bern, and Zürich had colleges or high schools in the seventeenth century. But down to the nineteenth century Basel remained the only university in the Continental sense. The reasons why Switzerland developed her university system so late are discussed in Tholuck, 'Das akademische Leben des 17^{ten} Jahrhunderts,' vol. ii. p. 314, &c., where also minute information is given on the several high schools of Switzerland. The question is interesting, seeing that the greatest in many branches of science—such as Bernoulli, Euler, Haller, Cuvier, Steiner—have come from Switzerland, and that by reason of the names of Rousseau and Pestalozzi it has become the centre of modern ideas on education.