

27.
Unique
character of
English uni-
versities.

less, something peculiar in her two great universities. It was neither the scientific, nor the classical, nor the philosophical spirit exclusively which reigned there; if any or all of them had ruled, we should not meet with those repeated complaints that higher mathematics were absent in Cambridge, that no philological studies were cultivated in either of the universities, and that philosophy was represented merely by Aristotle, Butler, Locke, and Paley.¹ According to the representatives of the university

Europe has never witnessed a nobler spectacle than the first Protestants of Scotland in the assembly of the nation demanding that from the funds before abused by a licentious superstition one-third should be devoted, not to increase the revenue of the Reformed Church, but to the education, the universal education, of the youth in all departments of instruction, from the highest to the lowest" ('North Brit. Rev.,' 12, p. 483).

¹ As to the deficient mathematical teaching at Cambridge, see p. 233, note, &c. The complaints regarding the teaching of other subjects are frequent, but belong to a later date, the middle of the century, when the Royal Commission of Inquiry, which was appointed under the Government of Lord John Russell on the 31st August 1850 and expired with the presentation of its report on the 30th August 1852, attracted the attention of the public to university reform, and gave rise to a very full discussion of the whole subject in the various literary papers and reviews. The two older universities are called "citadels of political prejudice and sectarian exclusiveness, instead of being the temples of liberal arts and the repositories of science" ('Brit. Quart. Review,' 1860, July, p. 205). Theology is stated to be "the last

thing taught at Cambridge" (ibid., p. 221); there was no professor of Latin, none of English literature, of logic and metaphysics, of modern languages (p. 225). In 1849 Cambridge had no laboratory; the universities took no part in the legal training of lawyers ('Edin. Rev.,' April 1849, p. 511); Oxford afforded no training in natural science (ibid.) Cambridge "sacrificed to the monopoly of a severe geometry every other exercise and attainment of the human mind. There was no theological study, no study of history, none of moral science, none of chemistry, none even of experimental philosophy" (ibid., p. 514). These criticisms were fully justified by the Reports of the Commissions published in 1852. See on the teaching of Theology at Cambridge, Report, pp. 89, 102; Evidence, pp. 88, 168, 190, 216: on the teaching of Latin, Rep., pp. 98, 102; Evid., pp. 165, 176, 289: on the teaching of English, Evid., pp. 124, 136: of modern Languages, Rep., pp. 26, 101; Evid., pp. 165, 216, 300: of Law, Rep., pp. 35, 182; Evid., pp. 123, 190: of Natural Sciences, Evid., p. 115, &c. In 1874 the 'Edinburgh Review' could point out that during twenty years, whilst the examination for the Indian Civil Service had been thrown open, the English universities had practically contributed no