

influence of that review must have been very powerful in rousing the older English universities out of a state of stagnation, and especially in stimulating younger minds in the direction of the long-delayed reform of studies. An important step in this direction was taken by three undergraduates of Cambridge—Herschel, Babbage, and Peacock—who in 1812 formed the Analytical Society, with the distinct object of introducing the more modern and powerful analytical methods developed mainly by Euler and Lagrange, and deposited in their numerous Memoirs in the publications of the foreign academies.¹ In harmony with them worked Whewell, Airy, and Sedgwick, who did much to enlarge the programme of mathematical and scientific studies, though they very staunchly upheld that the real object of university education could not be identified with any special method or school of thought, but was expressed in the specific ideal peculiar to England, that of a liberal education.²

87.
The Analytical Society
of Cambridge.

The universities of Scotland, unlike those of England, instead of nursing an exclusive spirit, and encouraging only scanty intercourse between teachers and students of different centres, lived in constant exchange of professors and ideas—much in the same way as has always been the custom on a larger scale among German and other Continental universities. Though this is destructive of that individual character of the university or the college which

88.
University
life in
Scotland.

¹ See note 1 to p. 233; also for many details Rouse Ball's 'History of the Study of Mathematics at Cambridge,' 1889, p. 120, &c.

² On Whewell and his writings on university education see note

to p. 261. Sir George Biddell Airy (1801-1891) published in 1826 'Mathematical Tracts' (2nd ed., 1831) on the lunar and planetary theories, &c., for the use of students in the university.