

things are taught, but a school for the universal world, to which students could come regardless of geographical or national lines. The name University described the corporation of instructors.

The University had, therefore, from the start a higher standing as compared to schools. It endeavored to teach subjects of a higher general order and importance (*studium generale*) and these subjects varied with the importance attached to them at various historic periods. Thus, theological and philosophical discussions were in the earliest days of Universities of controlling importance, then came law, much later science and medicine. I have already said that the University of Paris was primarily founded as a school of higher theological thought, the ancient University of Bologna in Italy started as a law school. To the present day in the catalogues of the Continental Universities the staffs of the theological and law faculties lead the lists.

But while in external form and even in certain internal matters the modern Universities are direct descendants of these earlier seats of learning, the whole method of instruction and the relation of instructors and students to the University and community have undergone a profound change through the nineteenth century. Up to the beginning of the 19th century Universities served mainly as means of transmission of accepted doctrines. In this way, Universities became, through centuries of practice, fossilized, rigid, a means of tradition and only schools of practical dogmatism. The 19th century brought relief to this method of instruction through a system in which instructor as well as student were stimulated to independent acquisition of knowledge and research in the truth. Thus it has come about that the student in modern University life is assigned a much more important position than he formerly occupied.

The purely dogmatic lectures were supplemented and in some instances entirely superseded by laboratories, demonstrations and original reading, in which the student observes and thinks for himself and is obliged to record his observations. The teacher also is today expected not to simply hand down a tradition, but to produce and add to knowledge. The modern University is, therefore, more fluid, more