

nized and upheld by regal favour and public authority; that religious instruction was a primary feature, and formed the fundamental basis of the system of education; and that they were closely connected with ecclesiastical establishments, and under the supervision and control of episcopal functionaries.

Much traditionary narrative is mixed up with the history of these primitive seminaries, in which their existence is attributed to the munificence of kings, and the protection of royal authority. Although the result of voluntary efforts as already stated, there yet appears to be every reason for supposing, that they speedily attracted and engaged the attention of the reigning monarchs. To Charlemagne is ascribed the honour of founding the University of Paris. The character of this sovereign as recorded in the pages of history, justifies the belief that he was sincere in his efforts to "diffuse among his subjects generally some portion of education, and particularly among the clergy and those designed for the sacred profession. For this purpose he enacted that schools should be established in all episcopal and collegiate churches, and that these should be open to all students."(*a*) The public recognition of the University of Paris by other sovereigns is clearly established. In 1169, Henry II. of England offered to refer his dispute with Becket to this school;(*b*) and we find that the influence exercised by it speedily aroused the jealousy of the Roman

*a.* Professor Malden, on the Origin of Universities. [We acknowledge our obligations to this little work, for many of the statements here given. It is replete with information of the most curious and valuable description, and in the absence of many of the authorities referred to, we have freely availed ourselves of the fruits of his industry and researches.]

*b.* Hallam, Middle Ages, chap. ix. part 2.