

by a system of philosophy which remained unnoticed at the time, receiving merited attention only quite recently. Hume was content to leave matters in the state of special problems which he defined but did not attempt ultimately to solve. It must also not be forgotten that none of the great thinkers, from Bacon to Hume, were charged with teaching, *i.e.*, with imparting their ideas to younger minds. They held no official positions which necessitated them seriously to consider the educational side of their doctrines.

The educational demand arose in this country prominently through the teaching at the Scotch Universities. These were, as I mentioned on a former occasion, modelled upon the continental system; on that system which obtained in France and the Netherlands. They were Universities in the true sense of the word. Their task was to cultivate the complete circle of knowledge. In this they differed, up to quite recent times, from the two great English universities, which excelled rather in a few special branches of knowledge, and which approached the ideal of a university, compassing the whole circle of learning and thought, only within the second half of the nineteenth century. The same peculiarity which has characterised the teaching at the older English universities, that it nursed excellence in single and unconnected branches of learning, is characteristic of all English thought as opposed to that of the Continent: it utters itself freely in works of individual excellence and originality, with little regard for systematic completeness. But wherever the latter, as expressed in the term "universitas," is attempted,

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University  
teaching in  
Scotland.