nons of the church of Pisa, in a papal rescript of the year 688;@@\* and from such a body the transition was easy to the masters and scholars of a seminary of education.@@2

The period when universities were first established, can­not be precisely ascertained. Previously to the age of Charlemagne, Europe had sunk into the grossest barbarism, in consequence of the migrations of the northern and east­ern tribes, and the devastating wars which followed in their train. This monarch merits the praise of having zealously endeavoured to promote the cultivation of literature and science throughout his vast empire. At his accession, we are assured that no means of education existed in his domi­nions ; and in order to restore in some degree the spirit of letters, he was compelled to invite strangers from countries where learning was not so thoroughly extinguished.@@’ Among those who repaired to his court, were Alcuin of England, Cle­ment of Ireland, and Theodulf of Germany, men whose zeal was not inferior to that of the enlightened monarch. With the help of these, he established schools in different cities of his empire ; and all the power and influence of the court were employed in forwarding his patriotic endeavours to diffuse some portion of education among his subjects.

By an imperial enactment, it was ordained that the bishops should erect schools contiguous to their churches, while the monks were enjoined to establish them in their monasteries;@@\* and the imperial court, as it moved from place to place, watched and rewarded the progress of science in ali the seminaries of the empire.@@5 The impulse thus given to literature, though checked by the sloth and igno­rance of the monks and canons of the tenth century, was never altogether destroyed: the cathedral and monastic schools afforded the means of education, such as it was, to the young men who were destined for the church ; and during the two succeeding centuries, “ what learning there was, and what scientific men there were, were contained in, and proceeded from their walls.”@@6 By degrees, the light of science, which had been so long obscured, began to shine more brightly ; teachers, whose genius and erudition enabled them to overstep the narrow circle to which they had themselves been restricted, arose in various places ; and wherever an Anselm or an Abelard opened his school, his lectures were attended by crowds of admiring listeners.@@7 The success of one teacher invited others to the same field of labour, and the large numbers of scholars who frequent­ed the auditory of an admired expounder of some new or favourite question of scholastic logic or divinity, afforded ample room for the exertion of their talents and ingenuity. It was in this manner that particular schools obtained a permanent celebrity, and that those associations of teachers were formed, which were afterwards recognised by the civil and ecclesiastical power, and dignified with the name of Universities.

“ The oldest universities of Europe,” says Mr Malden,@@8 “ sprung up in the twelfth century, and were formed by the zeal and enterprise of learned men, who undertook to de­liver public instruction to all who were desirous of hearing them. The first teachers soon found assistants and rivals: students resorted in great numbers to the sources of know­ledge thus opened to them ; and from this voluntary con­course of teachers and learners, the schools arose, which were afterwards recognised as public bodies, and entitled universities,@@9 and which served as models for those which, in later times, were founded and established by public au­thority. Some of the oldest universities had traditions of their foundation at a more remote period by royal or impe­rial authority, and these traditions might be nominally true ; but as far as their real life, and power, and distinctive cha­racter are concerned, their origin was in fact spontaneous, and is to be ascribed to the general excitement which per­vaded Europe in the twelfth century.”

The oldest of the European universities were those of Paris and Bologna ; the former for several centuries so ce­lebrated as a school of theology as to be designated the “ first school of the church,” and the latter equally famous for the study of Roman jurisprudence. Of these two semi­naries, as forming the models on which the other universi­ties which subsequently sprung up in various parts of Europe were established, it will be necessary for us to give a somewhat detailed account. Omitting altogether the question of priority, we shall begin with the university of Paris, because we believe its claim to precedence on the ground of antiquity to be equally well founded with that of its rival, and because its form and constitution were in a great measure adopted by the founders of the two great English universities.

UNIVERSITY OF PARIS.

The commencement of this famous university is not re­corded.@@10 Tradition has assigned its origin to Charlemagne, and it is consequently referred to the beginning of the ninth century; but this opinion rests on no distinct evidence, and has been rejected by all recent writers who have examined the subject. Among the schools which the great emperor of the west established, it is doubtful whether we can reckon that of Paris ; and though there are some traces of public instruction in that city about the end of the ninth century, it is not certain that we can assume it to be more ancient. For two hundred years more, it can only be said that some persons appear to have come to Paris for the purposes of study;@@u but the history of the school is very obscure, and according to Mr Hallam, “ it would be hard to prove an unbroken continuity, or at least a dependence and connex­ion of its professors.” From the beginning of the twelfth century, Paris became the resort of learned men, who at­tached themselves in some degree to the existing schools, and infused new life into them by delivering public lectures on scholastic theology. One of these was William of Champeaux, who opened a school of logic in 1109, which is remarkable as the era from which alone the university can deduce the regular succession of its teachers.@@12 This celebrated dialectitian, whose fame attracted crowds of pupils, was eclipsed by his disciple, afterwards his rival and adversary, Peter Abelard, to whose brilliant and hardy genius the university appears to be indebted for its rapid advancement as a seminary of school-divinity.@@” One of Abelard’s pupils was Peter Lombard, afterwards arch­bishop of Paris, whose Liber Sententiarum, a digest of pro­positions extracted from the fathers, obtained the highest authority among the scholastic disputants. These and some other less distinguished preceptors first gave per­manency to the future university.@@'4

@@@' Malden, p. 13. Dyer's Privileges of the University of Cambridge, vol. i. p. 384.

@@@• Dyer’s History of the University of Cambridge, vol. i. p. 139.

@@@∙ Hallam’s Europe during the Middle Ages, vol. iii. p. 520.

@@@4 Conringius de Antiquitatibus Academ. Disserlat. i. sect. 43, and iii. sect. 5, with the Supplements.

@@@5 Berington’s Literary History of the Middle Ages, p. 153.

@@@β Berington, p. 230. Henry’s History of Great Britain, vol. iii. p. 441.

@@@, Hallam's Mid. Ages, iii. 522. Conringius, Dissert. i. sect. 45.

@@@β Origin of Universities, p. 2.

@@@9 “ Quas sola scilicet doctorum hominum studia colentium docentiumque celebritas olim fecit.” Itterus de Gradibus Academicis, cap. iv. sect. 19.

@@@10 Hallam's Introduction to the Literature of Europe, vol. i. p. 10.

@@@11 Hallam, *ut sup..* where reference is made to Crevier’s Histoire de l'Univ. de Paris, t. i. 13-75.

@@@” Hallam’s Lit. of Europe, i. 19. Crevier, i. 3.

@@@la∙ Hallam’s Mid. Ages, *ut supra.* Beringten’s Mid. Ages, p. 286.

@@@,, Couringius, Dissert, iii. sect 17. Suppl. xlvi.