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THE TECHNICAL SCHOOL AND THE UNIVERSITY.

DURING the past four hundred years there has been a most significant although gradual development in the university organization. This has been a necessary result of the evolution of knowledge. The earliest continental universities found a reason for their being in the dissemination of a system of scholastic learning which had little to do with the affairs of men. A body of learning based chiefly if not wholly upon certain conventional systems of abstract knowledge like the Aristotelian logic, transmitted with little or no change from the masters of antiquity, constituted essentially all they had to offer to their students. The instruction consisted almost entirely of certain exercises in this intellectual inheritance practically unchanged through the centuries of its transmission. This mental training had essentially no relation to or bearing upon the actual things of human experience, nor had it much effect upon national life or upon any of the varied interests of the community.

In the beginning of the sixteenth century, however, when the dark shadows of the middle ages began to disappear before the illuminating influence of a truer knowledge, a remarkable movement began in a contest which has scarcely been closed to this day. The intense struggle between humanism and scholasticism began in and around the German universities in the early years of the sixteenth century. The

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