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HINTS

ON

THE FORMATION OF A PLAN

FOR THE SAFE AND EFFECTUAL

REVIVAL

OF

THE PROFESSORIAL SYSTEM

IN

OXFORD.

ADDRESSED TO

THE REV. THE WARDEN OF NEW COLLEGE,

BY

A RESIDENT MEMBER OF CONVOCATION.

OXFORD,

JOHN HENRY PARKER ;

J. G. F. AND J. RIVINGTON, LONDON.

1839.

(7)



BAXTER, PRINTER, OXFORD.

TO THE REVEREND
THE WARDEN OF NEW COLLEGE,
&c. &c. &c.

MR. WARDEN,

The eminent station which you occupy in the University, joined to the warm interest which you are known to take in all attempts to increase its means of usefulness, would have been sufficient grounds for my committing the following pages to your patronage, even had it not been generally known, that the revival of the Professorial System in particular is an improvement which you have long advocated. I am willing to take to myself no further credit or blame from the suggestions annexed, than what may attach to me as being the means of bringing them in a connected form under your notice. The opinions here expressed I have frequently heard maintained by those well qualified to judge of what is likely to conduce to the prosperity of the University; and, in the construction of the plan proposed, unsparing use has been made of the advice and information of others; so that the greater part of what is here advanced is not to be considered as a mere expression of individual

opinion, but many Members of Convocation have signified that they would willingly, if an opportunity were offered them, cooperate in carrying out the principles here embodied.

Trusting that the suggestions here offered will at least not be regarded as an intrusion by the Board of which you are so distinguished a member,

I have the honour to be,

Your obedient humble servant,

A RESIDENT MEMBER OF CONVOCATION.

Oxford, Nov. 2, 1839.

ARGUMENT.

- I. Proposed introduction of a single Clause into the Statutes—Opportunity afforded for lengthening the usual Academical course—Important Station secured to the Professors—Immediate vigorous revival of the Professorial lectures.
- II. Plan proposed combines important advantages, rendered incompatible by other schemes.
 1. Tutorial System—Its advantages—Danger of its decline—Maintained and developed by the plan here proposed.
 2. Professorial Office—Its importance—Three difficulties which have led to its general extinction in Oxford—These difficulties obviated by the plan here proposed. *a.* Time for attendance on Professorial lectures provided. *b.* Emolument for Professors provided. And *c.* a sufficient attendance of students secured.
 3. Present study of the Liberal Arts as preparatory to professional education fully maintained and improved—Necessity of such preparatory study—Recognised in theory by the Universities of Europe generally—But no where so fully developed as in England—The plan here proposed strengthens the peculiar means for maintaining this preparatory study which the English Universities possess.
 4. Commencement of Professional education provided for—The present failure of all such education in Oxford totally opposed to our Statutes and the spirit of our whole Constitution—Peculiar advantages which Oxford possesses as the place where Professional studies should be commenced.

APPENDIX. *Note A.* Residence of Professors—*Note B.* Theses and Monographies. Division of Professors into Examining Committees according to their respective Faculties—*Note C.* Diminution of expense of residence during the fourth year—*Note D.* "Seminaria" and Practical Lectures in German Universities—*Note E.* Division of Professorial Lectures—*Note F.* Mode of securing regularity of attendance—*Note G.* Control which the Universities have it in their power to exercise over the Schools of the kingdom—*Note H.* Office of "Repetenten" in the German Universities—*Note I.* Facility of enforcing discipline during the fourth year of residence—*Note K.* Mode of collecting and dividing the funds provided for the support of Professors—Necessity of Professorships being tenable for life—*Note L.* Advantages of requiring the Theses previous to B.A. degree.

HINTS,

&c.



THE interest excited throughout the University in consequence of the revival of the Professorial system lately proposed by the Board of Heads of Houses, has plainly rendered it impossible for the many important questions connected with such a revival to remain much longer without being fully discussed. When the subject was brought before Convocation last spring, it appeared to be the general opinion in the Legislative Body of the University, that some further and important measures were required in order to the efficient restoration of this valuable part of our original constitution. And it seemed to be the universal impression, that the only reason for not proceeding at once to some general settlement of the question, was the necessity of gaining time for mature reflection.

Such being the case, it can hardly be thought presumptuous, if any Member of the Body, which tacitly if not avowedly pledged itself to promote by every means in its power the furtherance of this great improvement, submits respectfully to the University the result of much thought and examination during the intervening period.

It would seem to be at once the simplest and most respectful mode of placing this result before the Hebdomadal Board, *first* to state shortly a plan that has suggested itself, and *then* to give some reasons which have led to the conviction that this plan meets many of the difficulties of the case. It will of course be distinctly understood, that the object of such statement is merely to contribute that assistance in this important work, which all persons interested in the welfare of the University are bound to afford.

I. It appears, that the introduction of a single clause^a into the Examination Statute would supply the defects now complained of in our Academical system, without endangering any of the many substantial benefits, which, in its present form, it secures. If it were enacted, "*That a full year should in all cases intervene between the present Examination in Arts for the Bachelor's Degree, and the act of proceeding to that Degree; and that at the end of this year, each Candidate should be obliged*

^a See Appendix, Note A.

to shew his acquaintance with some one additional distinct branch of knowledge, by the production of a written Exercise or Thesis, and by approving himself in an Examination connected therewith, in the presence of the Professors to whose department the subject of his written Exercise appertains," it would seem that such an enactment, fully carried out, would meet almost all the difficulties of the case ^b.

The first effect of such an enactment would plainly be, that the College authorities generally would feel themselves obliged to admit their Undergraduates to residence immediately after their Matriculation, instead of allowing an interval of two or three commonly *unemployed*, if not *misemployed*, Terms. It has always been the custom in some Colleges to allow residence thus to commence

^b See Appendix, Note B. As it is perhaps not impossible that some persons may feel a prejudice against the suggestions of these pages, because the German Universities are occasionally recommended as worthy of our imitation, it seems well to remark in the outset, that, though the German system of University Education taken as a whole is allowed to be far inferior to our own, this can give us no possible warrant for refusing to copy that in it which is good. No good system of education, or of any thing else, can either be constructed or maintained by men who are not willing to avail themselves of valuable hints from whomsoever they may be borrowed. And besides it must not be forgotten, that the great excellence of the German Universities lies in that very point, in which our system has already been pronounced, by the united voice of all parties concerned, to be at present most lamentably deficient.

immediately after Matriculation. And the Dean of Ch. Ch. has lately most properly introduced the practice in his Society, probably from a conviction of the pernicious effects of a year being lost at so important a period of life. Thus, in strict accordance with the requirements of our present Statutes, the time to be distinctly devoted to University pursuits would be lengthened from three to four years, without any necessity for residence commencing at an earlier age than at present^c. And still the burden and expense of a fourth year of residence in Oxford would not be *necessarily* imposed upon any one, who, having resided his twelve Terms, and passed his Examination in Arts, preferred to prepare himself for his still impending Examination, and to write his Thesis, elsewhere^d. At the same

^c It appears scarcely desirable that young men should come to reside in Oxford earlier than they do at present. It would be the duty of the College Authorities, under the proposed alteration, to see that their Undergraduates did not enter the University too young. The object of what is here suggested is much rather to give encouragement to all to continue their University life a year later, than to lead any to begin it a year earlier.

^d As an illustration of the possibility of requiring proficiency in an examination, without insisting on residence, we may refer to the well-known practice of Trinity College, Dublin, and also to the plan pursued as to examinations for entrance in the Prussian Universities. These examinations are conducted in the Gymnasia (i. e. Public Schools) by an Examining-board, before which not only the young men who have studied in the Gymnasium, but also those who have been privately educated, are obliged to appear.

time it cannot be doubted, that the great majority of Undergraduates would prefer passing their fourth year in attendance upon the Lectures of those Professors, who were to be their future Examiners, and whose instructions would bear directly on such subjects as would naturally be treated of in the written Exercises required at these Examinations^e.

An immediate effect of this state of things would be, that the Professors, being constituted an important examining body in the University, would be encouraged to devote themselves with energy to the duties of their several Chairs as the distinct business of their profession; and they would begin courses of Lectures calculated to prepare young men in their fourth year for the coming Examination^f. The first three years of the Undergraduate course having been spent, as at present, under the direction of the Tutors in the study of the "Literæ Humaniores" and Mathematics, i. e. in laying the solid foundation of a *general* liberal education^g; the fourth year would be naturally

^e See Appendix, Notes C. and L.

^f The mode whereby the Professors may be amply remunerated for these exertions is treated of in a subsequent page.

^g Of course, in the nineteenth century few persons require to be taught, that a liberal education necessarily means a religious one.

In the fourth year also it would seem to be the duty of the College authorities to secure as far as they could that all their Undergraduates should still continue to pursue some Theolo-

devoted to the commencement of *Professional* pursuits. And each student would be decided by the bent of his taste, or by his prospects in life, to devote this fourth year to the study of Physical Science, or of the Elements of Law, or of History, or of Theology, or the subjects of any of those other "Faculties" into which the Professorial Body would naturally divide itself.

This opening once made by the University, it would be the fault of the Professors themselves if they failed to secure an audience; especially as it would be in their power to guard against the deficiency of a mere system of read Lectures, by such weekly examinations and criticisms of written exercises, as might supply the place of the good old institution of disputations^h. It would seem that it might fairly be left to the exertions of the Professors themselves, thus to keep alive the spirit of the system, without any further University enactment; that the distinct bearing of the lectures and subsequent examinations on matters connected with the business of real life, and the credit sure to be gained by the composition of a well-written Thesis on a subject of such a nature, (not to mention the

gical Studies. The Professors of Divinity might arrange to have every Term some general course of Theological instruction for the use of all Students, besides their strictly Professional Lectures.

^h See Appendix, Note D. "Seminaria," in German Universities.

love of learning for its own sake, which we may trust already exists in some degree amongst us, and whose further continual increase under an improved arrangement we may confidently anticipate,) would be inducements quite sufficient to stir the student to diligence, without the introduction of any such evil as a fresh accession to the undue excitement of Academical honours.

The proper business of the Professors, would thus be the instruction of undergraduates in their fourth year, after the Examination in Arts had already been passed. But if the Professorial system were once called into active operation, it is plain that by it much valuable assistance might also be supplied, even previous to this examination. It therefore seems highly desirable, that undergraduates, even in their three first years, should be allowed to attend such Professorial instruction as may be approved by the authorities of their College. Thus the Professors, whose departments bear directly on the present Examination in Arts, would be induced to give distinct courses, one calculated for the younger, another for fourth-year students¹; and thus also young men destined for the Army, or who plainly shewed an incapacity to profit by a *deep* study of the Literæ Humaniores or Mathematics, while still required to come up to the present standard in Arts, might be provided, under due

¹ See Appendix, Notes E and F.

restrictions, with additional studies suitable to their peculiar circumstances^k.

Thus it appears, that, with the exception of the introduction of the single clause mentioned above, no change whatsoever is proposed in the constitution of the University; and that, if this clause be inserted, and the Professors are ready to do their duty by the University, all the salutary results, which are so ardently desired by all parties, must follow as the natural consequence of causes already in operation.

II. It will at once be seen by any one who is acquainted with the contending principles involved in the various arguments, which have from time to time been maintained on this important subject, that the simple plan here proposed principally rests its claims to support on its combining what is valuable in each.

1. It is never to be forgotten, that the distinguishing excellence of the English Universities is their maintenance of the Tutorial system. There can be no need to dwell on the advantages of moral superintendence, and of the mode of lecturing by means of question and answer, causing the mind of the student himself to contribute as much as his teacher to his own instruction. These advantages, which can only be

^k See Appendix, Note G.

fully developed by the Tutorial system, have been already ably unfolded by the distinguished Professors of Moral Philosophy in our two great Universities.^m

The excellence of this system is admitted even where it is but imperfectly adopted. Those familiar with the educational establishments of France will allow, that a well-known institution in Paris is indebted for much of its activity, to the adoption of the catechetical part of the Tutorial system; while we have authority for stating, that many distinguished Professors of Germany regret, both on intellectual, and still more on religious grounds, the too partial diffusion of this element in their Universities.ⁿ

Now no one can have perused the numerous pamphlets published in Oxford last Lent Term^o, without a conviction, that, in the minds of those, who from experience are best qualified to judge, there exists a very serious and well-grounded alarm, lest this admirable part of our system be fast sinking under the accumulated weight of undischarged and undischargeable duties. College Tutors, confined strictly to their own sphere, have plainly most

^m See Sewell, *Thoughts on the Admission of Dissenters, &c.* and on the Establishment of a State Religion, p. 4. Whewell, *Thoughts on University Studies*, p. 25, 50, 56.

ⁿ See Appendix, Note H. Office of "Repetenten."

^o A Letter to the Rev. the Vice-Chancellor, by the Rev. R. Hussey, Student of Ch. Ch.—Brief Remarks on the

important and difficult duties to perform, both in guiding the conduct and reading of their pupils, and in the direct communication of original information. The effect of the alteration here proposed would immediately be, to relieve College Tutors from their present vain attempt to fulfil the Professorial office in conjunction with their own. Providing them with valuable assistance, both in the deeper departments of the Arts, and still more in those studies, which are allowed on all hands to be necessary for young men incapable of much scholarship, the alteration proposed would enable them to devote much more time to the moral superintendence of the pupils, and the developement of their minds by strictly Tutorial lectures. And in the *fourth* year of the Undergraduate^p course, while the intellectual part of the Tutorial office is amply represented by the weekly examinations and critical exercises in the Professorial lectures^q, the Tutors will be enabled to retain their moral influence with much greater facility over a class, from whom they are now too much removed. And it is impossible to calculate

Statute, &c. &c. by a Member of Convocation.—Three Plain Reasons for the Revival of the Professorial System, by another Member of Convocation.—Extracts from the Professorial Statutes.—Statement by Dr. Daubeny.—Convocation Catechism, &c.—Extracts illustrating the extent of Instruction which might be given by the University.—Remarks on the Existing Statute “*de Lectoribus Publicis*,” &c.

^p See Appendix, Note I.

^q See above, p. 5.

the effects which might be produced on a man's whole professional life, by the fact of its first direct studies being commenced amidst those salutary and inspiring associations, from which they are now unfortunately dissevered^r.

2. It is plain then, that the Tutorial system can only be fully developed when it goes hand in hand with the Professorial. And hence the framers of our Statutes have wisely provided for the full activity of that Professorial office, which, while in England it has generally sunk into a mere name^s, has remained as the centre of literary and scientific activity in every other country in Europe.

There are three advantages combined in the Pro-

^r It cannot be doubted, that, when an active system of Professorial instruction is once established, many young men, finding full employment provided for their time, will continue to reside in Oxford even after they have proceeded to their B.A. degree. And there are few persons acquainted with the Inns of Court, or still more with the great Medical Schools in London and elsewhere, who would not rejoice that their sons should have an opportunity, without interfering with their professional prospects, of passing in the University the period of their first full emancipation from Undergraduate discipline.

^s For the theory of the University, cf. Extracts from the Professorial Statutes.—For the practice, cf. Dr. Daubeny's Statement of last Lent Term.—Here of course no one will forget, that some few of our Professors have from time to time, in those departments which have met with encouragement, especially in Theology and the kindred studies, and in Classical literature, either by their lectures or their writings, kept alive a zeal for learning amongst us, as well as extended the influence of the University elsewhere.

fessorial office, which are by no other means to be attained. First, able Professorial lectures impart knowledge with a liveliness and force, which belong to no private study. The opportunity afforded for continual illustration and experiment—the facility of oral communication between the teacher and the taught—the associations of the *man*—impart a spirit to the pupils, which reacts with continued vigor on the Professor in his expressions, his thoughts and his studies¹. Secondly, Professors (and here it will of course be understood, that those alone are meant who are really, and not only nominally, such) are, as they have been well called, “oracles whereat men may come to inquire,” each in his respective department. Not only are the studies themselves, to which these Professors devote their lives, better cultivated by the division of labour implied in their office; but also the example of Germany testifies how their presence² insures both to members of the University and to strangers an easy access to knowledge otherwise unattainable³. Thirdly, the Pro-

¹ Niebuhr, in ascribing the ease with which he laboured at his Roman History to the new spring of activity imparted by his lectures on Roman Antiquities in the previous winter, says—“The words of Pyrrhus to his Epirots, ‘Ye are my wings,’ express the feeling of a zealous teacher toward hearers whom he loves, and whose whole souls take part in his discourse.” (Pref. to Niebuhr’s Rome, vol. i. p. xi.)

² It is obvious, that, as long as Professors reside at their country livings, or in London, this object cannot be attained.

³ If any one doubts the reality of the advantages referred

fessorial office guarantees to the country, that those institutions, whose function it is to form the national mind, shall possess the only possible means by which this end can adequately be accomplished. It is plain, that in the present state of things the strongest temptation is held out to eminent literary and scientific men, to withdraw themselves from the University to other places or pursuits, less really congenial to their tastes. While many are drawn within the attractive, but not very salutary, sphere of the metropolis, others are altogether lost to the cause of learning, amid the engrossing occupations of those laborious duties on which they are dependent for subsistence. It is obvious that there exist in this country no *distinct* situations for men qualified to promote the progress of true science, and to give a colour to the instruction of the whole nation.

to in the text, let him contrast the influence which has ever been exercised by active and learned occupants of the well-endowed Chairs of Divinity and Hebrew, with that exercised by our absentee Professors.

The evil effects of "the Universities having in them scarcely any individuals who are simply concerned in the cultivation of literature"—of the consequent danger of "converting the Universities into great schools," and of the tendency of "the unvarying and unceasing nature of the occupations of Tutors," to incapacitate them for literary labours, were forcibly stated some years ago in the *Quarterly Review*, vol. xxxii, p. 91. We have also lately had a similar testimony from one who has had ample means of forming a judgment on both our Universities, and whose masterly exposition of the theory of education entitles his opinion to respect. "I think it most important that there should be a set of Professors, with con-

There are three causes which have led to the extinction of the Professorial system in Oxford. First, the want of leisure for attendance at the lectures; secondly, the want of sufficient remuneration for the Professors; thirdly, the want of some inducement sufficient to secure to the Professors an audience.

It is obvious that the plan here proposed meets the first difficulty. The Academical course, *for all who desire it*, will be lengthened to four years; and it is impossible to suppose, that, if the Professors perform well their part, there will not be found a great body of young men anxious after they have taken the degree of B.A. to continue their professional studies in Oxford,

The second difficulty is equally obviated. If the Professors' Lectures be worthy of the name, there can be no hardship in requiring a small fee to be paid for attendance on each course, as is the universal practice in other Universities². It has been

considerable leisure, and incomes sufficient to give them opportunity of marrying, who should advance the scientific knowledge of the University, and should exhibit it as a learned body to the rest of Europe." (Maurice's Lectures on National Education, p. 74. see also p. 69, 365, 316.)

² The necessity and reasonableness of such fees is shown by the well-known fact, that in the German Universities the "Publica," which are gratis Lectures, have for all practical purposes been superseded by the "Privata," for which fees are paid. It is asserted, that, however good the "Publica" may be, the Professors find the greatest difficulty in securing any regular attendance. See Appendix, Note K.

commonly remarked by all acquainted with the working of education *both among the rich and poor*, that the greatest use is always made of that instruction for which something is paid. Nor can it be objected, that by such an arrangement the expense of a University education will be increased. If young men at present do not receive the instruction which Professors are qualified to give, it is universally confessed that they ought to receive it, and must suffer the consequences of not receiving it throughout their whole life: and if, on the other hand, they do at present receive it elsewhere, it is plain that no where can it be obtained so cheaply and so efficiently as in Oxford under the proposed system. It is obvious then, that, by allowing a reasonable fee to be demanded, a fund perfectly sufficient for the support of our Professors may be raised, provided any means can be devised for securing them a sufficient audience.

This brings us at once to the third cause of the decline of the Professorial system, which in fact lies at the root of both the others, viz. the want of sufficient inducement to attend the Lectures. Now two modes have been suggested to remedy this evil; compulsion, or the establishment of a third division of Academical honours. The *form* of both of these remedies is rejected in the plan here proposed. It is believed that a scheme of compulsory attendance* might throw an additional obstacle in

* See Mr. Hussey's Letter to the Vice-Chancellor.

the way of what is already sufficiently discouraged in England, that love of learning for its own sake, which, forming as it does so valuable a part of the character of the Germans, is the chief means of imparting life and energy to their Universities under all the disadvantages of a defective system. The same evil it is conceived would equally result from the institution of a third division of Academic honours. This plan, *if it did not sink into an empty name*, must increase amongst Undergraduates an excitement already too great both for health, and for the calm pursuit of Academic studies, not to mention the still more fatal consequences hereafter to be developed as sure to result from such a measure^b. It is plain, however, that a scheme so objectionable as this last never could have been thought of, unless that want of interest in the subjects of the Professorial lectures, which it vainly seeks to remedy, had required some strong counteracting influence. Such it is conceived, unattended by the evils above indicated, is to be found in the plan suggested in these pages. The credit to be obtained by well-written *theses*, which may tend to the advancement of the several branches of knowledge—the interest excited by professional motives—the scope given by the variety of Lectures for the developement of each individual's taste—the undivided time which each one will now be enabled to devote to the subject he prefers—

^b See p. 20.

that natural desire after a more definite pursuit, felt by each student when the pressure of the Examination in Arts is removed—seem to afford a sufficient guarantee that a numerous body of students will continue to reside in Oxford during their fourth year, for the express purpose of attending the Professorial Lectures. And it cannot be doubted, that during the three first years almost every undergraduate would be glad to avail himself under the direction of the authorities of his College of the assistance which the Public Lectures may afford^c.

3. The University of Oxford at present maintains in its *practice* that great truth, on which it would seem that *in theory* all University systems in Europe are founded, *that no sound professional education can ever be attained, unless it be based on a careful preparatory study in the Faculty of Arts.* The plan here proposed, if it endangered the maintenance of this principle, would not deserve a moment's consideration. If there be powers in man, which as man he is bound to cultivate, whatever be his peculiar professional pursuit—if no mass of particular knowledge can atone for the want of that refinement, which the Literæ Humaniores impart—if every great step in the progress of the human race has been made under the guidance, not of men skilled merely in one or other of the particular branches of knowledge, but of men deeply imbued

^c See Appendix, Note I.

with that *humanity* which lies at the basis of them all—if the practical tendency of the English mind especially calls for some such humanizing culture—if many, most eminent in their professions or in particular sciences, have, even in prosecuting their own peculiar researches, to the end of their lives given daily proofs of the lamentable want of an early liberal education—if the experience of the last ten years has convinced most, and that of the next twenty is sure to convince all, that a system which professes to teach a little of every thing, will end in teaching nothing—if it be the great business of education, not to impart knowledge, but to fit the mind to acquire it for itself, the three years usually spent in Oxford being peculiarly suited for this mental development—if the investigation of the abstract laws of mathematics, the study of the principles of language, poetry, and history, in the ancient authors, an acquaintance with the rudiments of mental science, and of the systematic knowledge of the truths of religion, are above all other subjects adapted for the basis of a liberal education—then is no plan of University improvement to be endured in Oxford, which overlooks, still less which deliberately abandons, these all-important principles. Such for example would be a scheme for establishing a third division of Academical honours for proficiency in Physical science, contemporaneously with the present Examination in Arts. This scheme, by ceasing to maintain that there is some one

central class of studies round which all others ought to form themselves, first makes Physical Science assume the position of a groundwork in liberal education, for which it is totally unfitted; and secondly opens the door for a similar intrusion of *tripos* upon *tripos* in every conceivable department of human knowledge^d. Such a scheme fully carried out must end in the ruin of English education.

It has been said above, that the Universities of Europe have theoretically adopted as their principle, the necessity of a general preparatory education in "Arts," as the groundwork of all special education. This principle is said to have been strongly insisted on by late provisions in Bavaria. And a conviction of the necessity of distinctly recognizing its importance, has led the Prussian Government to make an ineffectual attempt at its revival, by enacting that every Jurist should attend in the Universities a course of lectures on the Law of Nations, and every Student of Medicine or Theology, a course of Philosophy. This enactment is said, however, to be frequently evaded. And the attempt to devolve on the public schools (Gymnasias) the duty of laying this solid basis of education, is naturally baffled by the early age on which it is attempted to be forced. Hence the want of a more commonly maintained liberal study of the "Arts"

^d Hence the Court Gazette recommends the establishment of a *tripos in Agriculture* (!) For the *true* use of a Professorship of Agriculture, see p. 25.

at a proper age, as the basis of Professional education, is very generally lamented by the Germans themselves. And, though doubtless many eminent men are to be found, who dedicate themselves most successfully to the advancement of each branch of the "Arts" as a *profession*, an apprehension prevails that the "Arts," as a *general* study, especially in their connexion with Classical Literature, are declining; and it is felt that the want of such solid preparatory training has a tendency to hurry the mind into shallow views in its professional pursuits. In France this isolation of professional studies from a common centre has been carried to a still farther extent, has been productive of still worse results, and is by her best and wisest citizens still more deeply lamented*. The Universities of Scotland, of Sweden, and in some degree those of Belgium also, may be adduced as requiring attendance on a distinct course of Lectures in "Arts," preparatory to professional studies.

But in the Universities of none of these countries do we find those means for fully maintaining the "Arts" as the basis of education, which Oxford at present happily possesses. There is no need of enquiring how, as a matter of fact, the Tutorial system has in Oxford become peculiarly connected with the preparatory education in "Arts:" it seems plain, that some such means as that afforded by the interrogatory instruction and con-

* Cousins' Letter from Leipsic.

tinual intercourse implied in the Tutors' lectures, is absolutely necessary for the due development of such studies. Professor Whewell has ably shewn the connexion between these studies and this method of instruction^f. And it is also affirmed, that the great progress which Philology as a profession has made in Germany, is principally to be traced to the partial adoption of the Tutorial method of imparting instruction in the exercises of the Philological "Seminaria^g." Much more then must this Tutorial method be necessary when such studies are to be prosecuted, not merely as a profession, but as giving a tone to the whole mind of those, whose tastes, without the encouragement of this continual intercourse, would soon deter them altogether from the pursuit.

The plan of improvement suggested in these pages, not only considers the full maintenance of the Tutorial system, and the consequent preparatory study of the "Arts" as sacred, but, as has been shewn above^h, establishes them in still greater vigour by turning the Tutor's attention more undividedly to that instruction in the "Arts" of which he is the proper guardian. Thus, from the proposed revival of the different Professorial Faculties at present, Oxford no longer runs the risk which it incurred five hundred years agoⁱ, when, from the absence of

^f See Thoughts, p. 56.

^g See above, p. 6.

^h See above, p. 10.

ⁱ See Wood's Annals, A. D. 1149, 1168, 1250, 1270, 1466.

any body corresponding to the present Tutors, the introduction of Professional education led to the annihilation of the "Arts." And if any one supposes that this important and influential body is insufficient to maintain the trust which the University has reposed in it, such fears should at once be silenced by further considering the nature of the plan here proposed. According to it, the present Examination in Arts, in which the great principle of our education is chiefly embodied, remains in all respects unchanged: no Undergraduate in his first three years should be allowed to attend lectures beyond the range of the "Arts," without the express sanction of his College: the four great prizes at present given for literary composition (being quite distinct in their nature from the "Theses" mentioned above) will, both before and after the Bachelor's Degree, maintain the same principle of the paramount importance of the "Arts:" the calling into active operation of the *Professors* of the "Arts" will communicate fresh vigour to the exertions of the Tutors, both by encouraging deeper researches as the foundation on which Tutorial instructions may be based, and by holding out to the Tutors the prospect of succeeding to situations of eminence in that very department, to which their previous lives have been devoted.

4. It is plainly the especial business of Professors, devoting themselves to the uninterrupted cultivation of knowledge in their respective Faculties, to

preside over *Professional* education. By Professional education is here of course meant any education, the object of which is not merely to cultivate the mind generally, but to contribute information likely to be practically useful in the particular sphere, whatever it may be, to which the student is to devote his after-life. Even the Professors of the Faculty of "Arts" ought to consider this as their especial business. It is to such an object that the plan here proposed seeks principally to limit the range of the Professors' duties. It seeks thus to maintain that distinct separation between preparatory and Professional education, which, fully developed in the neglected enactments of our present Statute-book, forms one of the principal features of the ancient constitution of our University. At present, except in the single instance of Theology, almost no attempt is made in Oxford to encourage such Professional pursuits¹: and very reasonable complaints on this point have of late been more and more distinctly raised by our best friends and well-wishers, and by those most qualified to judge calmly of our proper functions, and the degree in which we fulfil them. Men complain, and justly, that, possessing resources fully adequate to enable us, better than any other body in the kingdom, to lay the salutary foundation of Professional studies, we refuse to take any decided steps

¹ We must of course except the late salutary revival of Medical Examinations.

towards this object ourselves, and yet clamour at the attempt to provide such means of instruction in other less powerful and less properly regulated institutions elsewhere. Crowds of young men are every year unwillingly forced to seek such instruction in the metropolis, or at Durham, or on the continent, and yet are unable to attain it so well as it *might* be attained within our own walls.

It is a common complaint, that our Lawyers, though excellently trained in the practice, have no education whatsoever in the scientific principles of Law^k; that, while America is exerting itself in the study of the original basis of its Laws, while Germany boasts not only of the name of Savigny, but of Professors treading zealously in his steps in almost every one of its Universities, in Oxford, the chair of Blackstone has been all but silent for half a century; and, on the subject of the Civil Law, in which we still nominally retain the full array of Students, Bachelors, and Doctors, Englishmen are obliged to apply to foreigners even for that historical information which has vanished from the University of Vacarius and Gentilis.

Even as to the students of the Medical profession, it may fairly be doubted whether we do not still throw heavy discouragements in the way of their receiving the benefit to be derived from our institutions which it is said the Faculty are most ready to appreciate; and whether we do not force

^k Warren's Introduction.

many more than is necessary to the evils of too early a residence amidst the temptations of the great Medical Schools.

Again, if the Professorships of Modern History, of Political Economy, and the institution which we hope soon to see erected for the promotion of foreign languages, were in full operation, there seems no reason why the wealthier class of merchants should not more generally be educated within our walls. Again, the foundation of George the First for the education of young Diplomats still derives from the Crown its annual amount of funds ; but Oxford is now the last place where either Diplomats or Statesmen generally would think of seeking that literary information, which bears directly on their professional pursuits. Again, country gentlemen are dismissed from our walls to seek where they best can a knowledge of our Constitution and its history, and even of those daily and difficult duties which devolve on them as soon as they enter on their proper position in society ; although our Professorships of History, of Law, of Political Economy, and (if a late proposition be realised) of Agriculture, might easily afford the means of pointing out to them how they could best exercise their own important political and judicial functions, and spread happiness through the different circles of which Providence has ordained that each of them shall be the centre.

And, lastly, even in Theology it cannot be denied, for it is lamented by every Bishop in the land, that

the Universities do not duly perform their part as places of *professional* education. The attempt which is now making in several dioceses to found Theological Seminaries, and the success which is said to have attended the praiseworthy labours of the Theological Professor at Durham, are distinct witnesses to this fact. Much has doubtless been done by individual exertions in Oxford (exertions which in this point of view are worthy of all praise) to counteract this evil; but it must be plain to every thinking man, that nothing really important can be done till all our Theological Professors are actively engaged in habitual instruction. The departments into which Theology divides itself are so multifarious¹, the necessity for thoroughly instructing the rising clergy in all the branches of their profession is of such paramount importance to the welfare of the nation at all times, and in these days of infidel activity is so generally acknowledged in our Church even by men who in ordinary times would have quietly acquiesced in stagnation—that, even though a Clerical Seminary were attached to every Cathedral in England, there would still remain ample room for the full operation of a great Theological Faculty in each of our Universities.

Now the plan here proposed seeks to establish each of the distinct Faculties in active operation, for the benefit of those Students whose professional

¹ Vide Pusey on Cathedral Institutions, p. 71, and 163. Caswall's *America and American Church*, p. 207, 208.

pursuits lie distinctly within its range. But it is also perfectly consistent with this plan, that the students of each distinct Faculty should reap all that collateral assistance in their own peculiar pursuits, which is to be derived from the lectures in other departments. Thus, e. g. the jurist or the medical student may reap incalculable benefit, from still continuing after his examination in Arts to seek an acquaintance with Theology or the history of the Church. The theologian may receive no small assistance within the range of his own profession from an acquaintance with the elements of Law or of Medicine ; and students of every department, besides those whose taste leads them to make these studies the business of their lives, may derive benefit from some cultivation of physical researches, and still more from the deeper and more scientific re-examination of their previous acquirements in Mathematics, in Philology, in Poetryⁿ, or in Moral and Political Philosophyⁿ. All such inter-

ⁿ The Professorship of Poetry might easily become one of the most extensively useful Chairs in the University. It is somewhat discreditable to England that a regular course of lectures on Shakespeare should form part of the instruction of German Universities, while we are content with four lectures annually for the whole range of poets of all ages and nations.

ⁿ " The business of a Theologian is twofold ; the interpretation of the Scriptures, and the application of them The application of the Scriptures opens to him a still wider field. For this a complete knowledge of his own times is wanting ; and such a knowledge is impossible, without a

change of the Faculties may easily be provided for under proper regulations by the Professors themselves. Thus by distinctly separating the two periods of preparatory and professional education, and yet providing for their immediate and local connexion, men will be sent forth from Oxford into every situation in life at once grounded in the solid basis of a liberal education, and also carefully instructed in the elementary principles of their own peculiar calling; and hence there seems every reason for hoping that the study of the liberal arts, instead of languishing on the revival of the several other Faculties, will be enabled with much greater power than before to give a colour to all professional pursuits throughout the kingdom.

The plan then proposed in these pages rests its claims to support on its combining advantages, which, however nominally appreciated by all, are by most other plans rendered incompatible. It hopes to preserve unimpaired the ancient constitution of our University, whilst by developing the

knowledge of former times also: the great events, in the moral and intellectual, no less than in the political, history of the human race, the great vicissitudes of opinion, the great influences upon morals, the great social changes which have been affected by or have affected both; these, together with the general constitution of the human mind and character, such as it exists in all ages, are the magnificent subjects which he should study who really aspires to the name of a great theologian." Arnold's Sermons, vol. iii. p. ix.

latent powers with which she was long since provided, it fits her for occupying that position in the kingdom, which the state of society imperatively demands. Without increasing the expense of education, it hopes both to make it much more extensive and effective, and at the same time to provide those funds, by which alone this object can be accomplished. It hopes to fill the Professors' lecture-rooms without the stimulus either of compulsion, or of the hazardous institution of fresh Academical honours. It lengthens advantageously, for all who desire it, the possible duration of the Academical course, without protracting the period of the stricter form of pupillage for any. It upholds and only more fully develops the Tutorial system, and yet calls the Professors into active operation. It strictly maintains in its fulness the present instruction in Arts, and yet gives many helps to the successful commencement of an enlightened professional education.

1. The first part of the paper discusses the importance of the study of the history of the world, and the role of the historian in the present day. It is argued that the study of history is essential for a full understanding of the world we live in, and that the historian has a duty to provide a clear and accurate account of the past.

2. The second part of the paper discusses the methods used by historians to study the past. It is argued that the most important method is the study of primary sources, and that the historian must be able to evaluate the reliability of these sources. It is also argued that the use of secondary sources is important, but that the historian must be able to evaluate the reliability of these sources as well.

3. The third part of the paper discusses the importance of the study of the history of the world, and the role of the historian in the present day. It is argued that the study of history is essential for a full understanding of the world we live in, and that the historian has a duty to provide a clear and accurate account of the past.

4. The fourth part of the paper discusses the methods used by historians to study the past. It is argued that the most important method is the study of primary sources, and that the historian must be able to evaluate the reliability of these sources. It is also argued that the use of secondary sources is important, but that the historian must be able to evaluate the reliability of these sources as well.

5. The fifth part of the paper discusses the importance of the study of the history of the world, and the role of the historian in the present day. It is argued that the study of history is essential for a full understanding of the world we live in, and that the historian has a duty to provide a clear and accurate account of the past.

6. The sixth part of the paper discusses the methods used by historians to study the past. It is argued that the most important method is the study of primary sources, and that the historian must be able to evaluate the reliability of these sources. It is also argued that the use of secondary sources is important, but that the historian must be able to evaluate the reliability of these sources as well.

7. The seventh part of the paper discusses the importance of the study of the history of the world, and the role of the historian in the present day. It is argued that the study of history is essential for a full understanding of the world we live in, and that the historian has a duty to provide a clear and accurate account of the past.

8. The eighth part of the paper discusses the methods used by historians to study the past. It is argued that the most important method is the study of primary sources, and that the historian must be able to evaluate the reliability of these sources. It is also argued that the use of secondary sources is important, but that the historian must be able to evaluate the reliability of these sources as well.

9. The ninth part of the paper discusses the importance of the study of the history of the world, and the role of the historian in the present day. It is argued that the study of history is essential for a full understanding of the world we live in, and that the historian has a duty to provide a clear and accurate account of the past.

10. The tenth part of the paper discusses the methods used by historians to study the past. It is argued that the most important method is the study of primary sources, and that the historian must be able to evaluate the reliability of these sources. It is also argued that the use of secondary sources is important, but that the historian must be able to evaluate the reliability of these sources as well.

APPENDIX.

Note A. p. 2.

MANY persons are of opinion, that there would be no unfairness in at least demonstrating the fact of the *existence* of all our Professors, by peremptorily requiring their habitual residence in Oxford for eight weeks in each Term. Those absentees, who at present receive no salary and little honour from their Professorial station, could hardly object, under the new system, either to reside or resign. And it seems an undue extension of the principle of regard to vested interests, to declare that the others have an indefeasible right still to continue to be paid for the neglect of their duty, when the University wishes it to be performed. It is of course understood, that there may be cases where occasional absence is necessary even for the purposes of the studies to which the several Chairs are devoted; and still more, cases where the long encouragement given by the University to the notion, that Professorships are sinecures, has rendered it next to impossible for those who at present hold the Chairs properly to fulfil their functions. Here the object desired would be best accomplished, if the Professor came to some agreement with the University Authorities for the appointment of a temporary or permanent substitute, qualified to act in his stead. The distinct enactment of the lately-sanctioned Statutes (Tit. iv. Sect. ii. §. 1.) plainly makes it imperative, that some such

course shall be adopted to secure the performance of those duties, which their absence or other avocations render the Professors themselves incapable of discharging. This point however does not form any essential part of the plan here proposed.

Note B. p. 3.

A right idea of the nature of these proposed Theses seems of the utmost importance for the understanding of what follows. The exercises still required amongst us for the Degrees of B.D. and D.D. will in some measure illustrate what is here proposed. What these are, or ought to be, in Theology, viz. the clear treatment of some one point on which, from the interest he takes in it, the writer has bestowed much reading and thought, such the Theses here suggested might be in each particular department of knowledge to which a Student is led to devote himself during his fourth year from the bent of his taste or in preparation for his profession. Some one definite point e. g. of Physical or Mental science, or of History, or Philology, or an Elementary point of Law, thoroughly examined and clearly treated according to the writer's ability, might exercise a most salutary effect, not only on the immediate course of his studies, but also on his future pursuits. Such Theses are very generally required in the Continental Universities from Candidates for Degrees: and it is said that many eminent men have by such Exercises had their attention first called to subjects, by their deeper study of which in maturer life they have been enabled to become extensively useful in their generation. It is not of course to be expected that all students could produce very valuable Theses: but there is scarcely any one who might not produce something worth reading, either in point of ability or research, when allowed to

follow his own taste in the choice of his subject; and certainly there is no one who would not himself be much benefitted by being urged to make the attempt.

The Professors would naturally form themselves into different Committees or "Faculties," according to the connexion of their various departments; and these Committees of Professors would conduct the Examination at the end of the fourth year, and hear the Theses read, deciding which were sufficiently good to entitle the author to proceed to his Degree. Professors should have it in their power to bestow, on such candidates as were worthy, the further distinction of having their Theses printed^a. And if fears be entertained lest subjects too vague, or otherwise unsuitable, might be selected by the Candidates, this evil might easily be obviated, by requiring each Candidate to submit his subject to the Professors of his Faculty for their approval some considerable time before the period of Examination.

From the adoption of such a system, to mention no other advantage, Englishmen might be led to cultivate that very valuable sort of literary productions, to which the Germans give the name of Monographies. Professor Huber of Marburg (in his lately published History of the early state of the English Universities, vol. i. p. 200.) remarks, that "he knows no field for scientific activity which more than that of Monographies deserves to be

^a It has been suggested, as a safeguard for the preservation of the present Classical and Mathematical studies, that no one should be allowed this distinction who has not received honours in the previous Examination in "Arts;" and, as an incentive for continued exertion in those who have obtained a first Class in "Arts," that excellence above the usual standard should be required from them by the Professors both in the Theses and Professorial Examination, before they are allowed to proceed to their B. A. degree.

recommended, as fitted for exercising the ability and energy especially of the young." He strongly recommends "Monographical" writings on subjects of Biography; adding, that he knows no better means for "calling forth a genuine, healthy, and deep investigation of subjects in all their bearings, and for guarding against that presumptuous false shew of learning, whereby so many young brains ruin themselves, while they retard and confuse all true learning." He gives as an example of a fit subject for such a monography, Grosstête, Bp. of Lincoln. The following instances selected at random from a printed catalogue may serve to illustrate the sort of writings here recommended. *De Civitate Homerica. Thucydidis de republica Sententiæ comparatione Politicorum Aristotelis illustratæ. Plurima quæ sub Claudiani nomine feruntur Epigrammata supposititia sunt. De Bonifacio Germanorum Apostolo. De Theologia Juliani. De Valdensium secta ab Albigensibus bene distinguenda. Concilium Constantinopolitanum. De Origine Traditionis de Joanna Papissa. Cicero Theologus. Perperam statuunt qui Græcis jus Gentium fuisse negant. Cartesii vita et doctrina. De Athenagora philosopho Christiano.* Subjects connected with the different departments of science or with matters more strictly professional will easily suggest themselves. The language in which the Exercises here proposed should be written, is a matter which it would seem most desirable to leave to the taste of each individual candidate: and well-executed translations of important works in the several modern or ancient languages might perhaps with advantage be admissible instead of original compositions.

It is also a point well worthy the consideration of the University, whether some such similar written Exercises might not also, with great advantage, be required at the

period of proceeding to the Degree of M.A. If it be said that written Exercises, whether as required formerly from determining Bachelors, or still for the Degrees in Divinity, have not produced any very salutary effect, it may be answered, that the case might surely be hoped to be very different, if the Professors of the various Faculties were bound to attend during the reading of these Exercises for the express purpose of judging whether or not they were sufficiently good to entitle the Candidate to his Degree*.

Note C. p. 5.

Here it seems proper to remark, that the experience of the last year has evinced how much by judicious arrangements the expense of residence in Oxford, after the advantage of College-rooms can no longer be secured, may be diminished below what is generally required for living in lodgings. The individuals, whose exertions have led to this useful experiment, are entitled to the best thanks of the University. In this, as in too many other points, they have by their exertions realized in action what other people are content to talk of. But this matter is far too important to be left merely to individual exertions. If the Professorial system is revived, and the number of residents in consequence necessarily increased, it will plainly be incumbent upon the several Colleges to provide dwellings for those of their members who are residing in Oxford for the sake of the Professorial lectures after the conclusion of their three years course. There seems nothing to prevent

* In one of the oldest of our Colleges, regulations have recently been made, by which it is required, that the Fellows hereafter elected shall for a certain number of years after their admission keep the Academical Terms and apply themselves to professional studies, which are to be tested by the production of written Essays, such as are termed here Monographies.

the Colleges from renting houses for this purpose, according to the example of the individuals referred to above. Would not these houses, under the direct superintendence of the several Colleges, in some measure supply the place of the Halls of former times?

Note D. p. 6. Seminaria in German Universities.

It is well known, that in the German Universities the principal instruction is given by public lectures, during the delivery of which no questions are asked: and that the only part the students have to perform is to note down at their own discretion what they wish to remember of the Professor's words. It is plain that such a system, unless counteracted by other causes, may lead to much hearing and much writing of notes, but calls for very little thinking. Goethe justly derides the practice of students spending five hours daily in such continual writing and supposing, that if they can only "carry home in black and white" what they have heard dictated, they have mastered it sufficiently without the necessity for any further thought.

The evils of such a system have however been greatly obviated by the general establishment in the German Universities of what are called "Seminaria." These are nothing more than a kind of more practically useful lectures, of which the more attentive students most gladly avail themselves. The Prussian government thinks this addition to University instruction of so much importance, as to provide that no additional fees shall be exacted from the students who wish to avail themselves of it, and that considerable pecuniary rewards shall be given to the diligent.

In the Protestant Theological Faculties there is very commonly a Homiletical and Catechetical "Seminarium," and another for less directly practical parts of Theological Study. The students meet the Professor who presides over

such a Seminarium on certain days in the week in his lecture-room, when written exercises are produced and criticised, a complete freedom of questioning being admitted on both sides. The exercises of the Homiletical and Catechetical Seminarium are also made directly subservient to the purposes of fitting young Theologians by practice for the duties of the pulpit and of instructing the young. Professor Nitzsch, now generally allowed to be one of the most eminent Theologians of Germany, and a great benefactor to the cause of sound Christianity in that country, is said to owe much of his fame as a Professor to his skill in presiding over such exercises. And no one can have witnessed the manner in which Professor Sack of the same University performs this office, passing over nothing that deserves to be criticised, and yet making all his remarks in the mildest and kindest manner, without being struck with the conviction that such exercises may be made quite as subservient to the instilling of Christian feeling as to the advancement of sound learning. So highly is this institution valued from experience of its practical effects, that, though attendance is altogether voluntary, it is said that every Theological student avails himself of it in the third year of his course^b.

There are similar institutions for the encouragement of Philology in most of the German Universities; and those best qualified to judge attribute much of the eminent progress which the Germans have made in this department to such institutions. There is also very generally such an institution attached to the Juridical Faculty in the several Universities; or, where this is not the case, the same object is sought to be gained by lectures called "Practica," which seem to answer almost the same purpose. In these

^b We have the testimony of Dr. Pusey to the excellent effects produced especially at Halle by these institutions. See Remarks on Cathedral Institutions, p. 82.

“Practica” the Professor lays before his class the documents of cases that have already been decided in the courts, and makes them the ground-work for the written exercises of the students. There are also Medical Seminaria, and others attached to the chairs of Botany, Geology, &c.

It is scarcely necessary to add, that these “Seminaria,” or institutions for practical lectures, here described, are by no means to be confounded from their name with such institutions as the Theological “Seminarium” at Tubingen, to be mentioned hereafter, which is a foundation like one of our English Colleges. Now it seems reasonable to conclude, that the Professors of the University of Oxford could find no difficulty in keeping alive the attention and spirit of their hearers by the adoption of some such practical lectures; especially as our Undergraduates are already so completely habituated to lectures, in many respects similar, within their respective Colleges. Those Professors, whose lectures bear directly on professional studies, could find no difficulty in arranging some plan for the accomplishment of this object. And the same may be said of other Professors, whose department falls under what may be called the “Faculty of Arts,” all the branches of which, as our present Tutorial system evinces, are admirably adapted for calling forth the exertions of the student simultaneously with those of the teacher. And it may be fairly expected, that the well-known zeal of the eminent men who fill several of our Chairs of physical science could find no difficulty in devising some similar plan for those lectures in their particular subjects which are not directly professional.

And here it must not be forgotten, that our Statutes have already provided in some degree against the evil of mere heard and misunderstood public lectures, by requiring the Professors to be ready to be questioned by their hearers

at the end of each hour—a requirement which must exist in practice as well as in theory, if the Oxford Professorships are ever to be really revived.

Note E. p. 7.

It is plain that there could be no practical difficulty in a Professor, whose especial business it is to devote himself to students of one class, making arrangements for assisting those of another also. Thus, in at least one German University, the Professor of Systematic Divinity, besides his lectures for Theological students, is in the habit of delivering a distinct course for the benefit of the younger members of the University generally. And the same plan was some years since adopted by Dr. Chalmers, Professor of Theology at Edinburgh.

Note F. p. 7.

As to the whole method of securing regularity of attendance on the Professorial lectures from those who give in their names to the Professors, it will be remembered that an ingenious scheme for meeting this particular difficulty formed part of the general plan for reviving the Professorial system submitted to Convocation last Lent Term. It might be agreeable to the feelings of the Professors, as well as the most efficacious plan, to leave the *enforcement* of this part of discipline to the College authorities, who might easily have weekly, if not daily, information from the Professors' lists as to the regularity of their respective pupils.

Note G. p. 8.

When the exceedingly limited range of study, at present required by the University from those Undergraduates who are not candidates for honours, is blamed, it is some-

times objected, that the University is in no way responsible for this evil, which really owes its origin to the public schools. It is said that young men very generally come from school with so little knowledge, that their time is fully occupied in the University by the limited range of study at present required for an ordinary Degree. If this answer were true, (which it undoubtedly is not, since there is scarcely an Undergraduate, not a candidate for honours, who might not with advantage study many times as hard as he is required by the University to do at present,) it would still altogether fail of removing the responsibility of this evil from the University. Doubtless much improvement is wanted in the schools which prepare young men for the University; but Oxford can produce such improvement any day it pleases. We have it in our power to regulate the whole course of reading both in the public and in private schools, by the institution of a University Examination previous to matriculation. This institution is found to produce the most salutary effects as adopted by the German Universities; and the experience of individual Colleges proves how useful even a limited adoption of it has been among ourselves.

It is lamentable that even to this hour the subject of education should still continue to be so little understood, and sound views on the best system be so very rare. This evil is plainly felt almost as much in our schools for the education of the higher, as in those for the lower and middle, classes. And it is well worthy the attention of the many distinguished and zealous persons who are at present exerting themselves in the cause of education, to consider whether much might not be done towards the diffusion of sound views on this subject, by the establishment of such a Professorship of the Theory of Education, as is to be found in many German Universities.

Note H. p. 9, Office of Repetent.

The teachers in Paris here referred to are the "Repetiteurs" of the Polytechnic School. The office of such "Repetenten" is also well known in the German Universities. Thus in the "Statuten der Evang. Theol. Facultät der Kön. Preuss. Rhein. Fried.-Will.-Universität it is provided, (§. 45, 46, 47.) that the office of "Repetent" in Theology in the Protestant Faculty may be held only by those, who have allowed two years to elapse since the conclusion of their regular course as Students, and have passed an examination before the Faculty, to prove their fitness for the office. Their office is defined to be the private re-examination with the Students of the subjects discussed in the Professor's Lectures; and they are prohibited by Statute from delivering private Lectures of their own, unless they have also been licensed to the higher University office of "Privat-Dozent."

The office however in some cases approaches more nearly to that of Tutor in one of our colleges. In the Roman Catholic Convictoria, e. g. (which are colleges for the residence of the Roman Catholic Theological Students of the Universities,) besides the Inspector at the head of the establishment, there are "Repetenten," each of whom has a certain number of students committed to his care. At Wittenberg, though the University is removed, an institution similar to the Convictoria described above exists for the education of Protestant Clergy; and there is also a similar Protestant institution in the kingdom of Württemberg connected with the University of Tübingen. Testimony is borne on all hands to the excellent effects which have arisen from this partial adoption of the Tutorial system.

Note I. p. 10.

Mr. Hussey, in his judicious "Letter to the Rev. the Vice-Chancellor," complains of the difficulty which at present exists in finding employment for those young men who continue to reside in Oxford after having passed their B. A. Examination. This evil is probably more felt at present in Ch. Ch. than in other Colleges, from the fact of a late excellent regulation (see above, p. 4.) having caused many young men to have two Terms to dispose of between passing this Examination and proceeding to their degree. The plan here proposed finds distinct employment for this period. And it must also be remembered, that, by this plan, residence during a fourth year, though much encouraged, is by no means imperatively required. And hence it is reasonable to conclude, that the great majority of those who remain this fourth year in the University, will do so for the express purpose of making a good use of their time. The idle and disorderly, if not too happy to avail themselves of the liberty of absence, will probably be induced to absent themselves by the advice of their friends at home, or the remonstrances of their respective Colleges.

Note K. p. 14.

The whole question of payment depends on the due performance of their functions by the Professors or their substitutes. Presupposing this, it may be assumed that 1500 persons would attend a course of Professorial lectures every Term. This number seems by no means greater than might most reasonably be expected, if we remember that all candidates for honours in the present examination in "the Arts" would be sure to attend Professorial lectures in "the Arts" preparatory to their examination; that those who are not reading for such honours would be sure

to be recommended by their Tutors to seek instruction in history, &c. from the Professor's lectures : that the number of resident students would in all probability be much increased beyond what it is at present, and that most resident Fellows of Colleges would be too happy to avail themselves of that assistance to the continuance of their private studies which able Professorial lectures might afford. Now if the reasonable sum of £1 10s. were exacted for each terminal course, (a somewhat larger sum being allowed where the expense of experiments was incurred,) a disposable fund of £6650 pounds per annum would be raised. And in all probability, while this sum was thus raised, the expense of a good education would for each individual student be much diminished. For first, there is no doubt that £4 10s. per annum for four years amounts to a smaller sum than young men are now obliged to pay for the instruction in subjects unconnected with the present regular University course, which the Professors could give them. And secondly, as the College Tutors would have much more time to bestow on their pupils, the necessity for reading with a private Tutor for so long a time as is habitual with candidates for honours at present, would be removed. And it must be remembered, that the instruction of a private Tutor for one single Term now costs almost the very same sum, which, according to the plan here suggested, would be paid for the instruction of a Professor for sixteen Terms. Now this £6650, with the addition of those small emoluments with which most Chairs are at present endowed, would be sufficient for the maintenance of at least ten Professors, besides those who are already amply remunerated by the provisions of their own foundations. Of course it could not be expected that all Professorships would be equally valuable ; but there could not fail to be many which would hold out sufficient

inducement to eminent literary and scientific men to devote their lives to the prosecution of their favourite studies in Oxford.

It is the custom in the Prussian Universities, that all fees are paid not to the Professors themselves, but to one of the University officers, (the Quæstor of the University.) The students are required first to obtain the Professor's leave to attend his lectures, and then, before they commence attendance on the lectures, to satisfy the Professor that they have settled with the Quæstor. It is plain that some such general collection of all the fees by one person might afford great facilities for a further division of the funds so collected among our Professors, according to a proportion regulated by the poverty or rich endowments of their respective Chairs, and the number of their respective auditories.

If it be urged, that the new expense of £4. 10s. per annum would be felt as a serious addition by some of the poorer members of the University, it must be remembered, that the attendance on lectures and consequent payment of fees is by the plan here proposed left entirely voluntary. Besides, as is so commonly the case in the continental and Scottish Universities, some plan might surely be devised, whereby the fee might be dispensed with in case of poverty, without at all hurting the feelings of the applicant. The University officer who collects the fee might be empowered to dispense with payment in the case of any student recommended for such exemption by the Tutor of his College. No other person need even know the names of those so exempted. And there could be little difficulty in raising by subscription a fund to be placed in the hands of the collector, to prevent any diminution of the Professorial emoluments by this charitable regulation.

It would of course be necessary, as speedily as possible, to get rid of the absurdity of Professorships which can only be held for a certain term of years. This ingenious contrivance for the degradation of the Professorships, by enacting that the Professor shall be ejected as soon as he has become thoroughly conversant with the duties of his Chair, must, as long as it continues, effectually secure the Professorships to which it applies from ever being regarded as any thing more than convenient temporary appendages of dignity or emolument, to be held by men otherwise so sufficiently occupied, as to have no time to devote to Professorial pursuits.

Note L. p. 5.

If for any good reason it should appear undesirable to insist, in the manner proposed in p. 2, on the interval of a year elapsing between a young man's passing the present Examination in Arts, and his proceeding to his B.A. degree, the essential features of the plan here attempted to be delineated might easily be preserved without this particular enactment. It *might* be enacted, that the proposed new Examination, at which the Theses are to be produced, still taking place no later than a year after the present Examination in Arts, should be considered as a qualification not for the B.A. but for the coming M.A. degree. It is plain that the consequences would be almost the same in whichever of these two forms the proposed change was adopted; but the form suggested in the text has the advantage of finding full employment for the four years at present required by Statute for the B.A. degree, and also of affording greater facilities for the maintenance of the requisite discipline over the young men who attend the Professors' Lectures after their Examination in Arts. This form would also have the addi-

tional advantage of enabling the Bishops, by merely retaining their present practice of requiring the B.A. degree before ordination, to enforce a year's application to exclusively theological studies.



THE END.

