

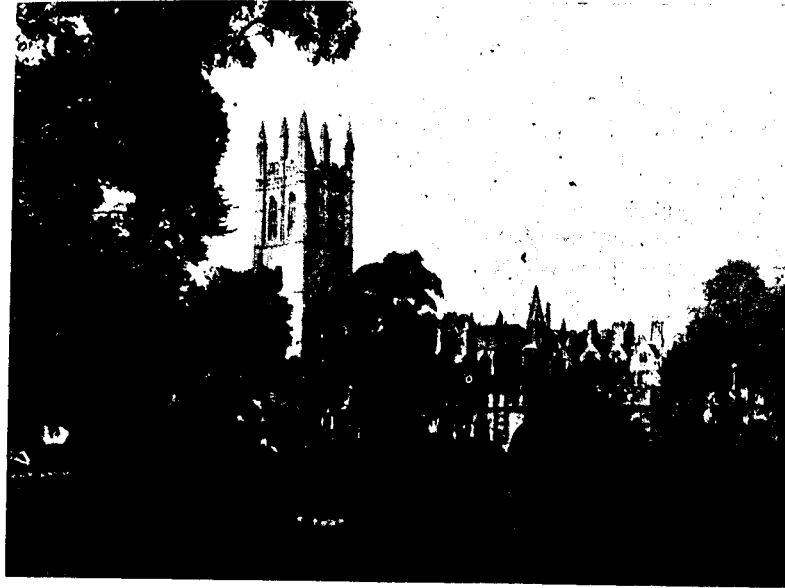
also they often pursue special inquiries more deeply and carefully than is commonly supposed. The lectures, which they give to supplement their class-work, are the fruit of such investigation. Certainly they do not rush into print, but when a Stubbs or a Jowett arises, he expresses in adequate form the fruits of a generation of quiet Oxford thinking.

As subject-matter for tutorial instruction the colleges still give first place to the literature, history and philosophy of Greece and Rome. They value the classical studies not merely as a means of cultivating taste and literary skill, or as affording problems likely to develop powers of observation and reasoning, but also as a field which shows to our impartial view in simple and noble form the workings of the human spirit and the progress of human growth. We who are the product of a long moral and intellectual evolution cannot without a study of the best creations of the past understand ourselves or our society. The opinion of Oxford in this matter springs from her best traditions, which are bound up with the humanities. Though she does not seek to put new wine into old bottles, or by postponing human to physical science, to depart from the precedent which the best universities of every age have left her she does not exclude natural science have left her, curriculum. Her conservatism is in fact not an unreasoning adherence to outworn tenets, but a wise and deliberate policy which will correct the haste and the practical tendencies of modern educational schemes and will command support and admiration so long as reverence for antiquity and devotion to the things of the mind remain among men.

It has not been merely the reluctance of the University to abandon her old course which has kept her from eagerly embracing research. The endowments of her colleges are only sufficient for their immediate needs and have not been supplemented by any large bequests for purely research-

studies. It is recognized also in Oxford that the scholar who is insufficiently trained wastes his energy in research work from want of method and judgment. If he is plunged into independent inquiry before he has formed a general scheme of knowledge he is almost bound to attach undue importance to his subject and to lack perspective and a sense of proportion. It is equally true that the absence of literary form and taste vitiates the results of much research-study. This attitude may be too negative and critical, yet its truth is becoming more fully recognized abroad. It is not intended to excuse inaction at Oxford, for the University has of recent years done a very

creditable amount of original investigation. The professors, upon whom falls the special duty of superintending research-work, are winning a gain such prestige as belonged to their predecessors, the mediaeval masters, in the proud days of the early University. It should not be forgotten in any discussion of this question that Oxford is bound by her traditions and her responsibilities in English society to take the average man who comes to her, give him of her best, and fit him for the duties of citizenship. She knows that while research is well and good for the avowed specialist, who can claim the full attention of his professors, it may miss the average man. As a national university she must foster a vigorous national life. Fortunately



"How Reverend is the Face of This Tall Pile!"

In hoar traditions there is store of wealth
That vast endowments never can surpass,
More priceless treasures than by any stealth,
Or trick of trade, financiers can amass.
Their lavish gifts grant not the breath of life,
That in time-hallowed institutions flames,
Where every stone with meaning high is rife,
And every spot recalls undying names.

The glorious dead make this a holy shrine,
At which, like pilgrims most devout, we kneel
And list in awe for oracles divine:
Not thus before unhallowed piles we feel,
Nor can the heart's frail ivy-tendrils cling
To spots unblest by age's hallowing.

R. C. Reade. ΔΥ

in England the public service demands first consideration from educated Englishmen. In other countries circumstances are often said to close this sphere of activity to the thinking men, and to leave research a larger following. Yet perhaps Oxford's conception of her duty stands above reproach for its unselfishness and patriotism.

The Oxford ideal of education is in part the result of these essential features, the college life and organization, the tutorial system and the classical studies, and in part explains and informs all these. The education she aims to impart is in