

brought more under college influence, and the statutes as revised by Laud virtually gave the colleges control of the administration, the teaching and the examinations.

The new system did not destroy the old harmony between Oxford and the nation. The obedience of the University to the Tudors became a devotion to the Stuarts, which sufferings in the cause of Charles I. and the misfortunes of a Puritan regime could not diminish. Yet all enthusiasm passed before the apathy which lay heavily upon Oxford during the eighteenth century as a result partly of the leisured life in wealthy colleges, partly of the moral and political tone of the nation. At the beginning of the nineteenth century Hogg, Shelley's friend, could speak of Oxford as "a seat in which learning sits very comfortably, well thrown back as in an easy chair, and sleeps so soundly that neither you nor I nor anybody else can wake her." However, the new spirit of the century could so arouse and permeate Oxford as to make her colleges, from the days of the Oxford movement to the present time, work powerful formative influences in the whole life of England.

The part which the colleges have played in the University has been in great part due to the influence which the residential life has had upon their members. The constant social intercourse cannot but develop in the men self-command, and human sympathy; it gives them also breadth of outlook and power of expression, just as the continual play of mind upon mind fosters originality and freshness of thought. Any tendency to narrowness which special courses may perhaps encourage is corrected by the intercommunion of men with a great variety of tastes and opinions. Of the friendships formed on English playing fields during quiet, hard-fought games, or after the games beside the blazing hearth-fire, over the cup that cheers, no words can convey the significance. From its own sufficiency and the strength of its self-perpetuating tradition the college can impose upon its members a standard of conduct, a point of view and a habit of mind, with the result that those upon whom its stamp is set can never waver in their feelings of loyalty and affection toward it. It seems thus to approach most nearly to that ideal unit in which the attachment of university men may best be centred.

When the college assumed its commanding position in the University, the greater part of the teaching duties of the older masters fell to the college tutors. The authority of the latter over

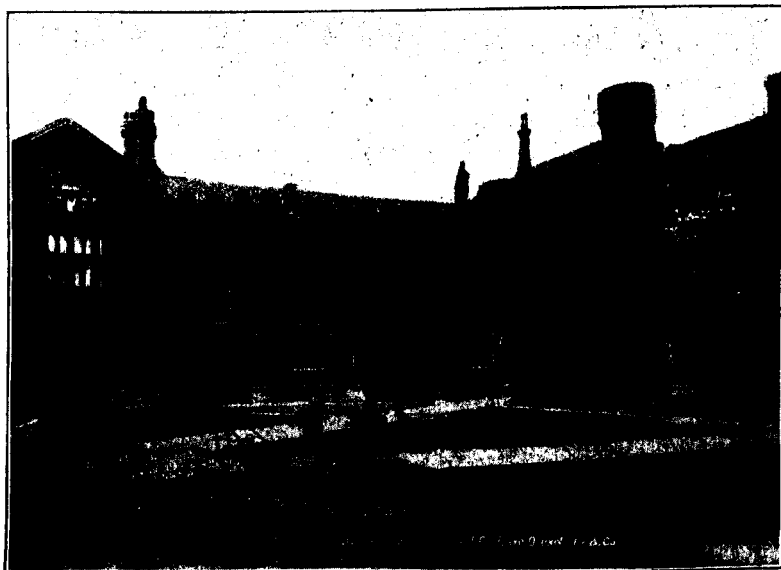
the undergraduates began with the regulation made by William of Wykeham, the founder of New College, over five hundred years ago, that the younger scholars of his foundation should go to the elder, who were to be paid to look after them. To-day each tutor has charge of a certain number of men, who are taking a particular course. He receives them individually or in groups of three or four and criticizes their essays. Thus the work of the undergraduates, nearly all of which takes the form of essays, is constantly submitted to the mature judgment of a trained mind. Moreover, since the tutor is brought into closest contact with his pupils in the intimate association of college life, he becomes their friend as much as their teacher. If, indeed, the society of their fellows strengthens the character of the men, the intercourse with the tutors gives encouragement and inspiration. Education has no greater gifts than these to impart.

It is sometimes urged that the pupils lose their individuality and power of original thought from the constant and careful supervision under which

they are placed. They receive this full attention, however, merely during the three terms each of eight weeks' duration. They do their reading in the vacations and only seek to have the results systematized and criticized in term-time. Further, when preparing essays they frequently discuss the subjects among themselves, and in the tutorial classes are consistently urged to offer and develop their own opinions and criticisms. The best

teacher will not fail under the tutorial system more than under any other to let his scholars think for themselves. It is indeed in the knowledge that his men are growing in intellectual and moral strength that the reward of the tutor lies. He bears his arduous and unceasing toil cheerfully, if he can only see his favorite men making progress in the world of affairs or scholarship. He is not won from his unselfish devotion by any false ambition for wealth or fame; yet indeed the truest honour often comes to him, for distinguished citizens in church and state look for disinterested advice to the masters they have come to respect in their university days.

At present the Oxford tutors are often accused of failure to do or publish research work. It should be remembered, however, that they are enabled by their intercourse with their fellow-teachers and forced by the constant demands made upon them to keep in touch at least with the latest results of research-study. Probably



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