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## *Comments on Current Events.*

OXFORD, it appears, in answer to criticisms of her failure to meet the requirements of the present age is making an effort to get in line with modern ideas. To carry out the changes that this adaptation involves funds are necessary: and it was an attempt to raise these through an appeal to friends that lead to definite expressions of dissatisfaction with the world-renowned University. A number of influential persons refused financial assistance on the ground that Oxford impeded the way to a degree by a barrier of dead language. Others were rendered indifferent to the call of their Alma Mater through a fear that she might be lead to depart from the old traditions and lose her character as the home of humane studies. In the House of Lords recently the Bishop of Birmingham asked for a commission to study the manner in which the universities adapted themselves to modern conditions. This demand carries with it the implication that the adaptation is not as good as it might be. Against the charge Cambridge maintains that she is in line with the latest thought on educational matters and that the Bishop of Birmingham "had been asleep for five years and is still sleeping." From Oxford comes an unequivocal admission that if she is to maintain her position as the central University of the Empire she must keep in touch with "all the education of the time." Lord Curzon, the new Chancellor of the University, recently declared that it was too poor to expand to the new calls upon it, to produce the equipment required for science, for post-graduate training and research. Mr. Asquith, too, demands that English, French and German be studied more and that science be better equipped. On the same matter the Archbishop of Canterbury takes the stand that "Oxford should be as well equipped for the needs of the twentieth century as his great predecessors had in their time equipped her for the needs of the twelfth, thirteenth and fourteenth centuries." But on the other hand those who control the policy of Oxford are determined that she shall not curtail her old traditions as the school of the humanities. She is to remain "the fortress of the old learning, not to compete with the new provincial universities which have different ends and means." The atmosphere of broad and liberal culture which she now possesses is not to be sacrificed to the fumes of the laboratory. Animated by the desire to balance the old and the new, to add to the traditions but to scrupulously live up to those of the past the men who control the destinies of