

Honour schools on the other hand are altogether different. To make a good standing in any one of these means hard, consistent work. There are four divisions, of which to obtain a first is about the highest Oxford honour. Knowledge alone will never bring a first. Literary style in the examinations, originality of thought, count for very much in these schools. A man who has studied well and knows his subject, can get a "second;" only the brilliant, the original thinker makes a first. Third and fourth class standing is much easier to obtain, and brings of course correspondingly less honour. In fact there is not a great deal of honour, anyhow, in third or fourth class. The very work required is often different, or rather less in these divisions.

The work in these final schools in its last stages amounts to specialization to a large extent, the man practically confining himself to one set of subjects. But he is trained to read so widely, to take such broad views, that what appears at first as narrow specialization proves to be the basis of a very broad and liberal education.

The work is carried on by means of lectures and classes, delivered among the various colleges by readers and tutors, supplemented by the personal supervision of each man by a tutor, who acts as a sort of educational father, directing work, setting essays, and giving general advice when asked. As to the tutor, there is no doubt that his work is invaluable, and that without him the student would drift helplessly in a sea of difficulties, but as to the lectures delivered for the various departments, I have not yet been able to decide whether they are useful or not. Certainly in some cases one could get far more good by staying away, spending the time in study, while in others the lectures are very interesting, though it is still doubtful whether, with the aid of his tutor, one could not work along without any reference to lectures at all. In fact there was a man last year in one of the colleges who, though he attended not a single lecture during the whole three terms, yet landed a first in the History school. Certainly, as one progresses, this attendance at lectures tends to become smaller, especially as the choice of whether he will go or not, lies entirely with the student. Oxford tutors themselves practically admit that to a great extent the lectures are instituted to keep those at work, who, not being industrious, would, if they had no lectures to attend, be simply wasting their time. The tutors have no hesitation in giving their opinions of each other's lectures. "Don't go to so-and-so's lectures, he simply