

instruction there, than the cause of the recent banishment from that seat of learning of many sciences formerly taught there. The more I endeavoured to explain the present state of our academical course of study, and the peculiar organisation of the corps of teachers to whom its superintendence is confided, the more strange it appeared to my New England friends ; and I myself became the more aware of its distinctive and anomalous character, when contrasted with the methods followed elsewhere. Many who have been educated, like myself, at Oxford, are ignorant of the system of education formerly acted upon in our English universities, and of the real nature or causes of the present state of things. I shall, therefore, attempt to give, in the remainder of this chapter, a brief account of the leading peculiarities of our former and present academical machinery, and to point out its inevitable consequence, the very limited range of studies which can be pursued, so long as things remain unaltered. I shall do this the more willingly, because I know that any information which may throw light on the subject will be equally interesting to my readers on both sides of the Atlantic.

It may awaken curiosity in those who have never made any inquiries into these matters, if I make one or two preliminary statements. In the first place, then, the mass of students or undergraduates at Oxford is divided into twenty-four separate communities or colleges, very unequal in number, the residents in each varying from 10 in the smaller to about 140 in the larger colleges, and the whole business of educating these separate sections of the youth is restricted to the tutors of the separate colleges. Consequently, two or three individuals, and occasionally a single instructor,