

cordingly, it was soon found that the new examination statute of the year 1800 was to be worked by the college tutors, young men for the most part about thirty years of age; and such being the case, no one can deny that studies embracing the Greek and Roman writers on history, philosophy, poetry, logic, rhetoric, and ethics, besides Christian theology, and the elements of mathematics, was as extensive a range as was compatible with such an executive. If they erred, their error certainly consisted in enlarging the circle of subjects far beyond the capacity of the college tutor, be his talents ever so great. The legislators especially displayed discretion in excluding from the schools all the more progressive branches of knowledge; for, in order to be a safe guide in directing the opinions of a pupil, or teaching what is known in such branches, liable as they are to be modified from year to year, by new facts, discoveries, and investigations, the preceptor must have leisure to devote his mind exclusively to one subject.

The new statute did not pass without a severe struggle. The rector of Lincoln College, in particular, opposed it, as a measure that would extinguish all "thirst of knowledge." "There would henceforth," he said, "be no *university* at all, but a system of cramming and partial teaching, after which the student would go out into the world with a narrow mind and darker understanding."

The necessity, however, of preparing for the compulsory examination, before taking a degree, worked immediately a salutary change in the habits and moral conduct of the idler students. The more clever and ambitious amongst them began to be excited by the