

had been heretofore in the habit of attending public lectures; but most of them now became engrossed with the new and lucrative business of cramming.

We learn from Dr. Peacock, now Dean of Ely, for many years an eminent tutor at Trinity College, Cambridge, that in that university, also, a similar revolution took place nearly at the same time.* “A large proportion,” he says, “of all the students, industrious or idle, rich or poor, resort to private tutors, to whom they pay, on an average, about 40*l.* a year. These teachers,” he continues, “are young and inexperienced, and not competent to convey enlarged views” to their pupils. The labour imposed on them is too absorbing and severe to allow of the simultaneous prosecution of original studies; and “this unhappy system has contributed, more than any other cause, to the very general, and, in some respects, just complaints, which have been made of late years, of the paucity of works of learning and research which had issued from the University of Cambridge.”

And here I may observe, that it is often the boast of writers who extol our university system above that of other countries, that we promote *liberal* studies, and do not condescend to qualify students for a lucrative profession or trade. But what is the real fact? Do not the majority of the ablest students toil at Latin, Greek, and mathematics, with purely professional objects? Are they not preparing themselves for becoming private tutors, schoolmasters, and college-tutors; expecting to combine these avocations with fellowships, or with clerical duties? Are not the things they

* See his excellent work on the Statutes of the University of Cambridge, p. 156.