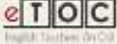


1 *For Teachers: When you use Dual method, please have the students do the shadowing after you. Then have*  
 2 *them read by them self. And correct their pronunciation, **through all of this material.***

2 イートックのレッスン以外で使用禁止 Ban to use this without eTOC lesson.

3  Part2 Lesson5.Pre1-3.3-2019.1chobun スマホの方は横にご覧下さい

4 ***Oxford and Cambridge***

5 Between the fourteenth and nineteenth centuries, more than 100  
 6 universities were founded or reestablished on the European continent.  
 7 In England, however, only two universities, Oxford and Cambridge,  
 8 existed until the 1820's. This was because of the "Stanford Oath," enacted  
 9 in 1334 by King Edward III, which made all graduates of Oxford and  
 10 Cambridge swear they would not pass on the knowledge they had acquired  
 11 to students outside of the two existing institutions. The oath was  
 12 mandatory and strictly enforced. In 1686, for example, Oxford graduate  
 13 Charles Morton faced criminal charges for establishing independent  
 14 academy in London. After repeated arrests, he eventually immigrated to  
 15 North America, where he became president of Harvard College.

16 **Further Questions & Sample Answers** *For Teachers: Please use the direct method like CALLAN*  
*for this part. 1. Ask student to answer the question on their own at first. 2. Then read the "sample answer". 3.*  
*Tell student to close their eyes. 4. Let them repeat after you again. Because student can't see the answer. 5.*  
*Have the student try to memorize the answer. 6. Once they have memorized the answer, ask the question one*  
*last time.*

17 **1) What was the Stanford Oath was all about.**

18 *It was mandated by the King requiring students not to pass knowledge*  
 19 *outside the universities.*

20 **2) What did Charles Morton do?**

21 *He was arrested for breaking the oath, immigrated and founded Harvard*  
 22 *College and became president.*

24 The Stanford Oath allowed Oxford and Cambridge to maintain a monopoly  
 25 over higher education in England for centuries. To enforce the oath, they  
 26 needed the support of the government, which was closely tied to the nation's  
 religious establishment. Both of the government and the country's official  
 church happily cooperated, as the monopoly allowed them to quickly and  
 efficiently identify and put an end to movements that threatened their  
 authority. The fourteenth-century Lollard movement that emerged among  
 intellectuals at Oxford, for example, criticized things such as the tax-  
 exempt status of the church and called for reforms. In response, the  
 government and the church united to suppress the protesters until the  
 movement was driven underground. Furthermore, at Cambridge in 1570,  
 students rebelled against laws put in place by Queen Elizabeth I which  
 forced the university to ban ideas that went against the church's teachings.  
 Three students involved in this rebellion were the early leaders of the  
 Puritan religious movement, and they faced persecution by English  
 authorities until they immigrated to North America.

27 **Further Questions & Sample Answers** 28 **3) What happened in the fourteenth century?**

29 *The Lollard movement arose criticizing the system such as tax exempts*  
 30 *and make changes.*

30 **4) What came out as a result of this protest?**

31 *Three students involved in this rebellion faced persecution and*  
 32 *immigrated.*

---

32 In the early nineteenth century, the government and church underwent  
 33 a period of crisis that damaged their cooperation and authority.  
 34 Taking advantage of this, intellectuals began questioning the unique status  
 35 of Oxford and Cambridge and, in 1827, succeeded in their efforts to end the  
 36 Stanford Oath.

37 Around that same time, London University began enrolling students.  
 38 A radical experiment, the school was established with neither funding nor  
 consent from the government or the church, and it was made clear that  
 religious faith was not an admission requirement.

39 Though this led both the government and the church to speak out against the  
 40 new institution's establishment, they were unwilling or unable to involve  
 41 themselves in actively attempting to close down the new university.

---

**Further Questions & Sample Answers**

42 **5) What caused the intellectuals to take advantage of abolishing the**  
 43 **Stanford Oath?**

44 *There was a problem at this time existing between the government and the*  
 45 *Church.*

45 **6) How did London University operate?**

46 *Its enrolled students without consent from both the Church and the*  
 47 *government.*

---

48 By the end of nineteenth century, instead of opposing new English  
 49 institutions Oxford and Cambridge had become involved in creating them.  
 50 For instance, Benjamin Jowett, an Oxford teacher, was a strong advocate  
 51 for funding a new university in Bristol, and funds were raised at Oxford  
 52 for this purpose.

53 Jowett's support for Bristol was part of a plan whereby  
 54 Oxford would broaden its reach through the establishment of new  
 55 institutions.

56 These would loyally educate students in line with Oxford's  
 57 principles, and their most capable graduates would be brought to  
 58 Oxford.

59 As it turned out, however, the new universities remained wholly  
 60 independent, eventually lessening the longstanding influence of Oxford  
 61 and Cambridge in English public life.

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62 **Further Questions & Sample Answers**63 **7) How did Oxford and Cambridge involve themselves in establishing new**  
64 **institutions?**65 *There were funds raised at Oxford for more universities, train students*  
*and bring graduates to Oxford.*66 **8) What was the result after new institutions were established?**67 *The new universities separated from Oxford and became independent.*

---

**\*Choose the correct answer from these choices.**69 **(38) What was true of England between the fourteenth and nineteenth**  
centuries?70 1. Universities on the European continent were considered so superior to  
English ones that there was a little demand for new universities in  
England.71 2. England had far fewer universities than the rest of Europe because  
graduates were prohibited from teaching at new educational institutions.72 3. The reputations of England's two universities were so well established  
that other universities in Europe were unable to compete with them.73 4. Charles Morton's establishment of an educational institution in London  
had a significant effect on the way the public viewed education.

74

75 **(39) The government and church in England united in support of Oxford**  
**and Cambridge to**76 1. Ensure that attacks on the Lollard and Puritan movements did not  
spread outside the universities.77 2. Enable intellectual movements in England to compete with those  
occurring in continental Europe.78 3. Put a stop to the crisis that had resulted from the universities having to  
pay more taxes than other institutions.79 4. Make it easier to prevent the rise of groups of intellectuals who  
challenged the accepted political or religious order

80

81 **(40) In the third paragraph, what do we learn about London University?**82 1. Students there encouraged students at other universities to oppose the  
"Stanford Oath" by ignoring attempts to legally enforce it.83 2. It was established by people whose ultimate goal was to become part of  
either Oxford or Cambridge.84 3. The government approved its establishment in order to show its  
willingness to make changes and therefore gain popularity with the public.85 4. It was established without the permission of the ruling powers in  
England and was criticized by them because of this.

86 (41) What was Benjamin Jowett's idea for the English higher education  
87 system?

88 1. He wanted to end Oxford's rivalry with Cambridge in order to improve  
the overall quality of education in England.

89 2. He believed connections with a group of new institutions could expand  
university's influence throughout England.

90 3. He wanted to decrease universities' association with the government by  
ensuring each one could become financially independent.

91 4. He believed that Oxford's courses needed to be brought more in line  
with the university's original educational standards.

92



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93 Answers: (38)2 (39)4 (40)4 (41)2

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