


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 reestablished 再建された enacted 規定された oath 宣誓 mandatory 義務的な
 criminal charges 告発 immigrate ~へ移住する

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.*

1) What was the Stanford Oath?

The King made all graduates of Oxford and Cambridge swear they would not pass on the knowledge they had acquired.

2) What did Charles Morton do?

He was arrested for breaking the oath, immigrated to North America and became president of Harvard College.

17 The Stanford Oath allowed Oxford and Cambridge to maintain a **monopoly**
 18 over higher education in England for centuries. To enforce the oath, they
 19 needed the support of the government, which was closely tied to the
 20 nation's
 21 religious establishment. Both of the government and the country's official
 22 church happily **cooperated**, as the monopoly allowed them to quickly and
 23 **efficiently** identify and put an end to movements that threatened their
 24 authority. The fourteenth-century Lollard movement that emerged among
 25 intellectuals at Oxford, for example, criticized things such as the tax-
 26 **exempt** status of the church and called for reforms. In response, the
 27 government and the church united to suppress the protesters until the
 28 movement was driven underground. Furthermore, at Cambridge in 1570,
 29 students rebelled against laws put in place by Queen Elizabeth I which
 30 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

31 Puritan religious movement, and they faced persecution by English
32 authorities until they immigrated to North America.

monopoly 独占権 cooperate 協力する efficiently 能率よく exempt 免除する

Further Questions & Sample Answers

3) What happened in the fourteenth century?

The Lollard movement arose criticizing the system such as the tax-exempt status of the church and called for reforms.

4) What came out as a result of the 1570 student rebellion?

Three students involved in this rebellion faced persecution and immigrated to North America.

33 In the early nineteenth century, the government and church **underwent**
34 a period of crisis that damaged their cooperation and authority.

35 Taking advantage of this, intellectuals began questioning the unique status
36 of Oxford and Cambridge and, in 1827, succeeded in their efforts to end the
37 Stanford Oath.

38 Around that same time, London University began enrolling students.

39 A radical experiment, the school was established with neither funding nor
40 consent from the government or the church, and it was made clear that
41 religious faith was not an admission requirement.

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

Undergo 受ける、経験する close down 閉じる、終了する

Further Questions & Sample Answers

5) Why did intellectuals begin questioning the unique status of Oxford and Cambridge resulting in the end of the Stanford Oath?

The government and church underwent a period of crisis that damaged their cooperation and authority.

6) What was radical about London University?

It was established with neither funding nor consent from the government or the church.

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

50 Jowett's support for Bristol was part of a plan **whereby** Oxford would
51 **broaden** its reach through the establishment of new institutions.

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

54 As it turned out, however, the new universities remained **wholly**
55 independent, eventually lessening the **longstanding** influence of Oxford

56 and Cambridge in English public life.

advocate 主唱者 whereby...する (関係副詞) broaden 広げる wholly 完全に longstanding 長年の

Further Questions & Sample Answers

7) How did Oxford and Cambridge involve themselves in establishing new institutions?

For example, funds were raised at Oxford to fund a new university in Bristol.

8) What was the result after new institutions were established?

The new universities remained wholly independent, eventually lessening the longstanding influence of Oxford and Cambridge in English public life.

*Choose the correct answer from these choices.

58 (38) What was true of England between the fourteenth and nineteenth centuries?

- 59 1. Universities on the European continent were considered so superior to English ones that there was a little demand for new universities in England.
- 60 2. England had far fewer universities than the rest of Europe because graduates were prohibited from teaching at new educational institutions.
- 61 3. The reputations of England's two universities were so well established that other universities in Europe were unable to compete with them.
- 62 4. Charles Morton's establishment of an educational institution in London had a significant effect on the way the public viewed education.

63

64 (39) The government and church in England united in support of Oxford and Cambridge to

- 65 1. Ensure that attacks on the Lollard and Puritan movements did not spread outside the universities.
- 66 2. Enable intellectual movements in England to compete with those occurring in continental Europe.
- 67 3. Put a stop to the crisis that had resulted from the universities having to pay more taxes than other institutions.
- 68 4. Make it easier to prevent the rise of groups of intellectuals who challenged the accepted political or religious order

69

70 (40) In the third paragraph, what do we learn about London University?

- 71 1. Students there encouraged students at other universities to oppose the "Stanford Oath" by ignoring attempts to legally enforce it.
- 72 2. It was established by people whose ultimate goal was to become part of either Oxford or Cambridge.
- 73 3. The government approved its establishment in order to show its

willingness to make changes and therefore gain popularity with the public.

74 4. It was established without the permission of the ruling powers in
England and was criticized by them because of this.

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

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

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

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

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



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