

THE OXBRIDGE SOLUTION

Returning to the Roots of Higher Education

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“A state exists for the sake of a good life, and not for the sake of life only. If life only were the object, slaves and brute animals might form a state...” - Aristotle, *Politics*, 3.9

“Education ... can find the rights of all in the whirl of work.... Education... such human training as will best use the labor of all men without enslaving or brutalizing; such training as will give us poise to encourage the prejudices that bulwark society, and to stamp out those that in sheer barbarity deafen us to the wail of prisoned souls within the Veil, and the mounting fury of shackled men.” – W.E.B. DuBois, *The Souls of Black Folk*

“The fulfillments on offer in a liberal arts education are fundamentally intellectual. The intellect is a spiritual faculty. So the advantages of a liberal arts education are, at their core, spiritual. True liberal arts learning is soul enriching. It broadens and deepens us as free and rational beings ... [and] helps us to succeed in meeting the basic spiritual and moral challenge facing every human being — making reason the master of passion or desire. Thus liberal arts learning offers the promise of liberation from the most abject form of slavery: slavery to self.” – Robert P. George

Thesis

Modern democracies require a large number of liberally educated citizens in order to be truly free and to preserve their liberty. A true liberal education, in turn, must be free from interference from the government, ideologies, economic market conditions, etc. This can best be accomplished in colleges—not universities—where students are exposed to a wide range of knowledge and develop skills in critical thinking and communication in an intimate intellectual community. What began at Oxford and Cambridge, and was carried to America at the foundation of our liberal arts colleges and honors colleges, remains the best model for a truly liberal and universal education.

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