

another in making the stay of the President and Mrs. Loudon as agreeable as possible.

It would be improper in this article to anticipate the character of the President's report or to forecast the action of the Senate in the premises. It seems fair, however, to assume that some form of closer relationship with the important educational institutions of the West will result. Until universities with complete faculties are established there, some form of co-operation with eastern universities will continue to be a necessity. The predominance of the influence of the graduates of the University of Toronto in the West is noteworthy. This fact of itself must incline educational leaders there to look upon the University of Toronto as their natural ally, while the advantages which the University is in a position to offer will make such an alliance desirable.

Whatever may be the outcome of the President's visit on its official side, there are incidental advantages connected therewith which must be obvious. To many of the graduates of the West this was the first opportunity enjoyed in many years of coming into direct contact with those officially connected with the University. To most of these the story of its recent progress was a revelation. Interest has been renewed through the information thus disseminated, old ties have been strengthened, and the loyalty of the alumni stimulated. Through this visit the work of the University and the advantages it offers have been brought very prominently to the attention of the general public of the West, and its claims to be considered as a national seat of learning have been emphasized.

CANADA.

How could ye wish a heritage more fair!
 See how the rivers rush to kiss the sea,
 Their mighty strength all undiminished, though
 They give the labor of ten thousand men
 To ship and mill, to town and factory;
 Behold the virgin soil, awaiting but
 The coming of the ploughman, to burst forth
 Into a mighty harvest, that shall fill
 The empty garner till they overflow.
 This is your heritage, and yet ye stand
 Your hands all idle, and your eyes dull, set,
 As though in watch for some mysterious sign;
 While ye have but to stretch those folded hands,
 And lo, this slumbering land shall blossom forth,
 And stand amid the nations, while afar
 They, who now scorn thee in thy untried strength,
 Shall know thee then as foemen worth their steel,
 As people worthy of their heritage.

—Helen Baptie Lough.

THE FREE LECTURE SYSTEM OF NEW YORK.

By Lawrence H. Tasker, Assistant Supervisor of Lectures.

THE movement for adult education in New York, popularly called "Free Lectures for the People," was authorized by the State Legislature in 1888, when it passed an act authorizing the Board of Education to provide a course of free lectures to working men and women. In 1889, 186 lectures were delivered in six schoolhouses in the most densely populated districts of the city, and the total attendance was 22,149. In 1890 Dr. Henry M. Leipziger, a practical educator of wide experience, was

appointed Supervisor of Lectures, and it is owing to his wise management, his wisdom and foresight, that the steady growth of the free lectures is due. During last session, October 1st, 1902-April 30th, 1903, 4,221 lectures were given in 128 different lecture centres, and the attendance reached the astonishing total of 1,204,126. Lectures are given on almost every subject, and are for the most part arranged in courses, leading from one series to another, and, for many halls, the course is so planned that continuous instruction for a number of years is given on a particular branch of scientific study. Lectures are given on travel and descriptive geography illustrated by stereopticon views, on music and literature illustrated by selections, on all scientific subjects, illustrated by experiments, and also on history, art, physiology, hygiene, sanitation, civic and economic problems, and on all important questions of the day. No one will deny the value of this work in giving freely to the people the opportunity to become acquainted more and more with the literatures of ancient and modern peoples, the latest investigations in science, and the wonders and beauty revealed by the true teacher in every matter of research.

The success of the lecture movement depends mainly upon the lecturer, and it has been the good fortune of the lecture courses to enlist the services of hundreds of able men and women from all callings who have been inspired with a desire to bring their treasures of knowledge where they can place them at the service of their fellow-men. It is the constant endeavor of the supervisor to enlist specially the instructors and professors in our great universities, and to bring into as close connection as possible the university and the people. In the university the search for truth is constantly being made, and from the university should come the apostles of that truth. New York City is fortunate in having several colleges and universities within its limits, and it is pleasing to record that the finest spirit has marked the members of the various faculties who have enlisted in our cause. In addition, we engage writers, artists and scientists (not engaged in special institutions of learning), who are specialists from their concentration on a limited range of topics in which they have become masters, so that with the two elements we have a corps of teachers which enables us to give good instruction in the phenomena of nature and in the development of human culture.

During the past year an experiment was made in reaching two classes of our immigrant population, ignorant of the English language, the Jewish element and the Italian element, by a process hitherto untried. On the 1st of March last three lecture centres were opened in which the lectures were to be given to Italians in the Italian language on subjects relating to American history, citizenship and sanitation, and similar subjects were treated in what is known as Yiddish. It was suggested that the Italian element, not having been accustomed to regular attendance at schools, and leading largely an open air life, in their own land, would not willingly avail themselves of this opportunity, but although a few weeks only have elapsed since the making of this experiment, it is pleasing to say that on the last evening at both the lectures in Italian and in Yiddish, every available seat was taken, and the promise and hope for larger usefulness in the fall amply justified. There is no fear that the use of these languages will create an isolation or a desire of the auditors not to acquire the language of the country, but it is rather a medium adopted through which to urge upon these immigrants the wisdom of soon learning the language of the country, and through this