

Perhaps the present audience is all of that character. I do not know, but I am afraid that those who have in their minds the traditional popular lecturer, especially in the field of literature, will be sadly disappointed. I do not profess to do any work of that kind at all. After considerable experience and thought, I do not find that the popular method of lecturing leaves any solid results behind it; much less, at any rate, than those which are aimed at by the University Extension Movement.

"I have seen a good deal of this movement in the Old Country. Some seven or eight years ago I was an extension lecturer in connection with Glasgow University, and I know that my experience was in general the same as that of my colleagues and fellow-workers. We always started off well in a new place. The classes were largely attended, and often numbered from eighty to a hundred hearers. I will not call them students, for a glance at any of the class-rooms would have told the experienced lecturer that two-thirds of the audience came there prepared perhaps to listen attentively, prepared even to read some works by way of assistance, but not at all prepared to study the subject as a student of chemistry or philosophy or language at college is prepared to study his subject; rather expecting to be interested and amused by the lecturer, while remaining themselves in a highly passive state. The result was that we all made our lectures as popular as possible. We drew them up in the traditional popular style: a slight biography of the writer to start with, an interesting anecdote or two, a general survey of his work and its relation to the age, some special criticism, not too systematic or philosophical, and affecting passages for recitation.

"The courses were generally

thought to be great successes. I have a very pleasant memory of the complimentary things we, the lecturers and the audiences, used to say of each other at the conclusion. There were pleasant afternoon teas, drives, an occasional dinner, and so forth. It was pleasant, and not unprofitable on either side, but it was not exactly what it was supposed to be,—the extension of university teaching to those outside the university. None of us could say that the teaching had the same solid and thorough quality of that done by the same lecturers within the university walls. None of us could say that any of the extension pupils made anything like the progress, or got anything like the same hold of the subject as the better students in a class within a university.

"Perhaps it was our fault, perhaps we ought to have trusted more to the scientific and philosophic spirit of our classes; but it is hard to treat a subject with scientific precision and detail before an audience, one-half of whom you are privately convinced expects to remain passive while you amuse and interest them. However that may be, after my term as extension lecturer was over, I resolved never to undertake any more work of that kind, unless it were clearly understood that the work was to be in all essential respects the same as that done within the university, and done in a tutorial *quasi*-Socratic style, which is that of all the best university teachers of to-day, and the only effective method. Then we shall be able to say that our work is truly an extension of the university to those outside, that it has all the essential qualities of university work, and may be taken as an effective substitute by those whom circumstances may not permit to attend the university. And perhaps it may be that in time the universities may recognize it as an equivalent, *pro tanto*, of their own