

university life is in this condition, the wisdom of scattering our forces for the promotion of higher education is questionable. We have thus far been driven to our utmost in providing university training for those who, upon obtaining it, devote their whole time and energy in transmitting to others some of the advantages they have received. Of these are pre-eminently our high school teachers, our inspectors, and our preachers; and, indeed, we have not yet been able to insist upon a university training for all of these. Nor must it be forgotten that the lawyer or doctor with a university training exerts a potent educational influence upon the community. An increased efficiency in our university training would result in an increased attendance at the university, and in an increased efficiency in our high school teachers. These in turn would provide us with a more highly educated body of public school teachers. Thus by increasing our own efficiency as a university we can most directly and potently improve the general education of the nation.

In England the University Extension scheme has failed to reach the laboring classes which it set out to benefit. The class in Canada corresponding most nearly to those in England who actually make use of the University Extension lectures are now availing themselves of our high school and university advantages. This supposed philanthropy, which is so ready to encourage schemes for the universal diffusion of knowledge, would be much more effectively employed in the prosaic but more practical task of securing enlightened trustees and efficient and properly paid teachers in our public and high schools.

Again we have no considerable number of graduates who are not already fully occupied. Our economic and educational conditions do not produce either a class of graduates with means and leisure to devote to University Extension work or a considerable class of citizens desiring university training who have not an opportunity of attending a regular university. Any young man with ambition and ability, who is willing to make reasonable sacrifices, need not want for higher education in Canada. What we need is not more organizations but that a more earnest use be made of the organization we have. If there be a sufficient number of local men with talent, who are anxious to do this work in outlying towns; and if there be a large class of people willing to avail themselves of their services, why is the organization which already exists so persistently neglected? Little advantage has, as yet, been taken of our mechanics' institutes. While this organization is lying comparatively unused in every town, what wisdom and what economy is there in projecting this new organization in no way better fitted to do the work? All this elaborate association of educational dignitaries, with their respective homes in the four corners of the earth, is purely farcical. They will do nothing. All the working power of this new concern is wrapped up in its secretary. Much of his time will now be spent in attempting to create local centres of the new organization. If the mechanics institute with its library in every town had been utilized, this time might be occupied in doing actual work.

Let us not, by lending a university name to this movement, lead the public to suppose that attendance at a few intermittent classes, conducted by an itinerant or local lecturer, is equivalent to a real university training. No one can obtain the latter without severe, earnest and long-con-

tinued application, involving self-sacrifice and perseverance. It would be harmful to higher education if a superficial smattering came to be regarded by the public as standing on the same level with a genuine university training. The comparative worthlessness of the sham would soon make itself apparent to many who, without being in a position to judge, would attribute a similar character to a real education.

Let us see that our university does not lose its national character. In some countries none but the wealthy can attend the university on account of the cost. We must not here debar the poor struggling student by increasing the expenditure necessary. He already has great sacrifices to make. He must give up several of the best years of his life. During this time he must forego earning anything and must spend what little he has previously saved. Let not any such association, purporting to educate, be made the excuse for rendering our university exclusive. There will be a temptation to say that we may now increase our fees and let those who cannot afford to pay accept the accommodation we have elsewhere provided for them. Rather let us have a real university, thoroughly efficient, fully equipped and available to all. Then our increased power will make itself felt in every branch of our educational system and in every department of national life. Until we have achieved this there can be no other scheme sufficiently important to claim any larger part of our attention.

The report of Mr. Squair's remarks at the Modern Language Club last Monday evening will be read in connection with the editorial of Nov. 3.

MODERN LANGUAGE CLUB.

The Modern Language Club came smiling through a rainy night to its open meeting on the 16th. Many of its friends were there too, including a good deputation from the School of Pedagogy.

The Honorary President, Mr. D. R. Keys, gave a pithy inaugural address, complimenting the Society on its condition, and expressing the pleasure he felt at being chosen for a fourth time to fill the office conferred upon him. He then introduced to the Club Mrs. Harrison, well known to the reading public, especially under the *nom de plume* of "Seranus." Her first selection was a prose tale of French-Canadian life in the "Valley of the Saint Eustache." The story is an attractive one, and is marked by a striking characteristic of Mrs. Harrison herself—it lives. There was the same life and graceful swing in the lines as distinguished her expressive gestures. She afterwards gave a number of poetical selections, which, like the prose, were also her own composition. They were of the form known as the "*vis de société*," and were very well received. Her last number, "Happy," was a felicitous hit and appreciated by all present. The Club is indebted to Mrs. Harrison for her presence and to Mr. Keys for his efforts to procure her. Between the first and second parts of the programme Mr. Squair replied to the editorial in VARSITY touching Classics and Moderns. The speaker said the article had been too severe, and that he was not an exterminator as was alleged. Neither he nor Mr. Vandersmissen had any wish to see the study of Classics neglected. They were emphatically not on the aggressive, but wished for harmony between the two courses. The study of Classics had not decreased in the High Schools between '85 and '89; that of French had. Let us have Classics by all means, but let us have justice to Moderns as well. Mr. Squair was heartily applauded.