

The beginnings of adult education in England were mainly by way of courses of lectures that went by the name of the University Extension Lectures. It happened that there were amongst the original lecturers one or two men of genius, and for the time the influence of the system was very considerable. In 1906, at a dinner of Dons in Oxford, the growing dissatisfaction of labour men in England was voiced by a young Scotch labour man who took the opportunity given to him of explaining to his audience the fact that the University of Oxford was not doing its duty by the labour world. Out of this grew the organization called The Workers' Educational Association the basis of which was tutorial classes. The tutorial class gives an opportunity for a group of men and women small enough to make general conversation possible, and aided by the presence of a trained tutor, to work and think together. The tendency in the English W.E.A. was, as it has been in Toronto, to devote its attention to economic subjects. In England that phase soon passed and a large demand grew up for the variety of subjects generally included in what constitutes a liberal university education.

In Toronto there was at first the same demand for economic subjects, and there is now the same tendency to branch out into other subjects such as history, English literature, and psychology. In the present session the largest of all the classes is the one in English literature.

There is in fact at this moment a crisis in the whole world of education. It is being discovered that the training provided by the schools and the technical teaching provided by that side of the universities have a tendency to leave out the most important part of education. Neither of them develops, as far as it might, the power of thinking nor of useful criticism, and, what is more important, neither of them goes as far as it might in building up a thoughtful, comprehending human spirit.

Some of the eagerness with which labour people are pursuing their material ends is now being transferred to a desire for a higher culture and above all things this should be encouraged. Nothing sovers sets of people more completely than the existence of different and more or less unrelated standards of thinking and speaking. There is immense danger to a country in the existence of two languages, the language of the cultivated and the language of the street, neither of which is really comprehensible to the other. If it could be brought about that more or less the same proportion of every class could be found in the ranks of thoughtful cultivated people, an immense stride would have been made in the abolition of class differences.

There is another way of looking at this problem, too, and that is this: The working man after all desires not alone material betterment but a new status and a better life. There is only one way in which he can fit himself for that, and that is by filling his increasing leisure with the materials for better thought.

There is an extraordinary example of what can be done by way of the equalization of classes in such a discussion as that printed by the Garton Foundation in England, in which the method, quality and discussion among six people, of whom three were labour men and three men of learning who were University professors, were quite indistinguishable.

The whole basis of national unity rests upon the theory of the nation being an aggregation of persons who, on the whole, think alike, and it is very difficult for two sets of people to think alike who speak more or less different languages and think in different categories. In the past the reason for these differences has lain to a large extent in the necessity on the part of labour people of stopping their education at an early age, while persons of substance could continue their education for some years onward. This difficulty cannot altogether be cured but it can be greatly modified in one way, and in one way only, and that is by a large expansion of adult education.

5. A SHORT COURSE INTENDED PRIMARILY FOR MEMBERS OF FARMERS' CLUBS. This is being arranged in coöperation with the Executive of the United Farmers of Ontario. It is to be held for two weeks in February and the subjects to be offered are economics, public hygiene, architecture, English literature, and Canadian history. The attendance expected by the U.F.O. Executive is between one and two hundred men and women. This course should be made a permanent feature of extension work, and, if at all successful, will, no doubt, be largely attended each year. The U.F.O. representatives feel very strongly that this course, since it is given by the Provincial University, should be free of all cost except a nominal registration fee of \$2.00.

Apart from the activities outlined above, the Department of University Extension is prepared to perform any service that any section of the public may require, so far as present facilities will permit. Opportunities for public service of this kind need not be sought; they come spontaneously. And it is most embarrassing to be compelled, for financial reasons, to be somewhat half-hearted at times in responding to some appeals. People everywhere seem to feel that, because they help to support the Provincial University, the cost of its services to them should be merely nominal at most. But in order to carry out even moderate and already urgent developments a larger office staff together with increased space accommodation, a teaching staff for winter and summer work, and a much larger budget to provide staff, equipment, and advertising, are necessary. With an available budget of \$30,000 for the year 1921-22 present activities could be more adequately developed and the foundation laid for really large and effective work in the future.