

SCHOOL AND COLLEGE.

TWO EXPERIMENTS IN UNIVERSITY EXTENSION BY A CANADIAN UNIVERSITY.

PROFESSOR ADAMS, in a recent article on American pioneers of University Extension, says that perhaps our American colleges will discover some day that they have all been engaged in University Extension without knowing it, just as M. Jourdain found to his surprise that he had been talking prose all his life. Few men know more than Professor Adams of the new movement which has recently aroused some sanguine hopes that a royal road to universal culture has at last been found, and no one gives a more exact account of what has been done or a more sober estimate of the proportion of successes to failures; but I am afraid that the illustration from Molière is calculated to foster a delusion which, if not dispelled, may do mischief. M. Jourdain's prose was the real thing; but what resemblance has an average course of popular lectures, even when given under the most learned auspices, to university work? Believing that it is desirable to have as much of the real article as possible, we must begin by estimating shoddy imitations at their proper value.

What is the aim of the university teacher? The same as that of every true teacher, only that he has the great advantage of addressing young men capable of thinking instead of boys and girls. His aim is to educate his students or make them think for themselves. This means hard, continuous work, so far as they are concerned, and only a select few care for that kind of thing. It is much more pleasant to have others do the