

of study. For example, in English language and literature a correspondence class was formed, and in connection with it a special course of lectures given, the purpose being to suggest methods of analysis and criticism. This course was voluntary, and a corresponding tutor was appointed to communicate with extra-mural students who might wish to take it. A written copy of each lecture was sent to the student every fortnight, and an exercise prescribed which he had to write and forward to the tutor within the same period. In the other departments of study the weekly exercises of the class were sent to the extra-mural students, or they were required to make themselves familiar with prescribed textbooks and to write essays in connection with these and send them in at fixed dates.

The results of this experiment have been all that we expected; but we did not expect much. We knew the difficulties that this class of students would have to overcome. Some subjects, such as philosophy, cannot possibly be crammed, and even works like Green's *Prolegomena to Ethics*, Mill's *Utilitarianism*, or Herbert Spencer's *Data of Ethics* are formidable to men who have no opportunity of hearing lectures and asking questions. Other subjects, like botany, geology, zoology or physics, can be studied successfully only when there are opportunities for practical work or supervision in a laboratory or dissecting-room. It is not to be wondered at, then, that not more than thirty extra-murals register annually, and that the number shows little tendency to increase. A large proportion fail to pass the annual examinations, and as we have not, in the United States or Canada, the inducements that China offers to successful candidates, most of the failures drop out every year instead of

continuing to old age, as they do in a kingdom where success in passing is the entrance to appointments in the public service. A few have already graduated, and others are on the way. These, it must be said, are exceptional men, and imbued with a love of learning for its own sake. Difficulties do not frighten them, and each success stimulates them to further efforts.

This first experiment, which I have thus explained, is of course, so far as it goes, genuine University Extension; but the limited response that has been given to the generous offer made by the university is surely significant. Evidently even the majority of the young men and women who leave our high schools seem glad to get away from the necessity of further study. Goodbye to books, except it may be to novels or literary lemonade of other kinds, is the cry of their hearts, that is, if we are to judge by their intellectual inaction. It should not be so. These presumably well-trained students might be expected to be anxious for more light. They should be pressing in at every open door. They should be full of enthusiasm for learning, and eager for their own full intellectual enfranchisement. But they are not. The fault may be theirs or it may be in our system or in their teachers or in the environment or in the spirit of the age or of a new country. But the fact is that few continue their studies, and that the majority of these have bread and butter inducements. They are teachers, and wish to get better positions in the profession, and a university degree opens the door to promotion. There is, of course, nothing blame-worthy in this, but neither is there anything peculiarly praiseworthy.

2. Our second experiment has just commenced, and it is rather noteworthy that it has risen out of the success of the first. This is a pretty good sign that it is a legitimate de-