

tinuous 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 work, while we look on and fancy that we are taking an active part in it because we give an occasional cheer. We depart and straightway forget even what kind of work it was. All mental work means a strain that the ordinary man shrinks from. Thinking exhausts us as nothing else does. Chopping wood or digging drains is nothing to it, and therefore the wise professor knows that he must take a great deal of trouble if he is to get his students to be anything more than spectators, listeners, or memorizers. He insists on their doing work, and he calls upon them in unexpected ways. He tries all kinds of methods. He has the whip-hand of his class, too, for every one in it knows that his work is sure to be tested in some way or other, and that he has no chance of getting the hall mark unless he passes the test successfully. It does not do to crack the whip continually over the head of horse or man, but the knowledge that there is a whip in reserve does no harm and in some cases does good. It may be said that there is a great deal of indifferent or positively bad teaching in universities. That is perfectly true. But it is bad in spite of all the traditions and all the means that the average teacher has at his disposal, and how is it going to be bettered by dispensing with these?

If the new movement is to succeed it must be genuine. Only work that is entitled to university recognition should receive the name of University Extension. Clearly then it must, as in England, be kept in the hands of the universities. Their work is one thing. A popular lecture course is another thing altogether, and while there is a demand for that, there are parties in the field—with whom it

would be hopeless to try and compete—who are abundantly willing to supply the demand. We must also hasten slowly and be content to foster a taste for study instead of expecting large results in a short time.

As the movement is still in its infancy, perhaps the best thing its friends can do is to tell their experience. In this way they may give one another hints. Here, then, is ours, without the slightest reference to the pleasant lectures that were the rage twenty years ago, and which—like the Mechanic's Institute of a previous generation—were expected by some worthy souls to be pioneers of a millennium of enlightened and regenerated working-men. \*

r. It is well known that London University was established chiefly with a view to extra-mural students. Candidates for a degree are to this day examined on the work of Pass and Honour courses without attendance upon classes, and it matters nothing to the university whether they have prepared at unchartered schools and colleges or at home. Seven years ago, Queen's resolved to try and better this example. We have in the Province of Ontario public schools, and above these about one hundred and twenty high schools, with twenty thousand pupils who had to pass an entrance examination before being admitted. Five or six thousand leave the high schools annually, of whom rather more than one thousand proceed to universities or professional colleges. This leaves a large number that may be supposed to have some taste and fitness for farther study, but not the means of gratifying their taste. To this class of persons we not only offered permission to come up for the regular university examinations that lead to Degrees in Arts if they matriculated, but we also promised assistance by the professors or tutors attached to the different departments