

taken by citizens of Kingston of such classes in the university as can be worked in with their regular occupations, the appreciation shown of the services of our professors who give occasional lectures in other cities and towns, the earnest desire expressed by "an artisan" lately in the *Whig* for more classes in line with mechanics, as well as a feeling often expressed by citizens of Kingston that they do not reap the benefit they should from the presence of a university in their midst—all these are signs that university extension in Queen's is a move in the right direction.

One great difficulty seems to stand in the way. The winter months are the most suitable for such work, but these months place on the professors such a weight of regular sessional work that they have little time or energy to devote to outside work.

But it seems to us that a suggestion thrown out by Dr. Watson in an address delivered in Convocation Hall some time ago offers a solution to this difficulty. He showed that a very necessary step for Queen's to take in the near future would be the establishment of fellowships to encourage men to pursue post-graduate courses. The great barrier in the way of carrying out his suggestion seems to be the want of means. Now, it seems to us that the necessary remunerative employment, for a few fellows at least, will be forthcoming if this desire for university culture on the part of the outside public is taken advantage of. Can not university extension and the foundation of a few fellowships thus be made to aid each other?

There are at present honor men of Queen's who would gladly remain and take post-graduate courses if the university could provide them with work in their special lines, which would even pay their expenses for each session. Why not make use of such men to relieve the professors by correcting exercises, examining papers, corresponding with extra-murals, "grinding" the junior and senior classes on such days as the professors would be absent lecturing at places out of the city, or even by delivering some of the extra-mural lectures?

Of course we only throw out this as a suggestion, in the hope that it may be found of some value by those who are able to judge of its practicability.

CONTRIBUTED.

INTELLECTUAL ASCETICISM.

Everyone knows of the great movement which, sweeping over Christianity in the early part of the middle ages, resulted in the establishment of the great monastic system, and in the long dominance of a doctrine of spiritual narrowness. It restricted the attention of thoughtful men to their religious duties alone; it even confined their religious duties to the spheres of prayer and meditation, and it too often divorced from practical life those most likely to impart to that life the element of elevation and purity which it is apt to lack. Whatever benefits this theory conferred upon man in Medieval times, it does not seem well adapted for use in modern society. In the world of thought it has been exploded, and though it still appears here and there around us, it is yet steadily losing ground. Doctrines of a broader humanity are taking its place, and men are becoming reconciled to living as broad instead of as narrow a life as possible. When this is the case, it is strange that in a place especially dedicated to the pursuit of the study of mind, to the attainment of culture, this same ancient theory should crop up once more.

Is our typical student an interesting being? To solve this question we must clear the ground by answering a fundamental one. What is the typical student? I may distinguish two great types. The first is a lad who has just gone through the High School, and is now away from home for the first time. Thanks largely to the elementary character of these schools, his years are apt to be few, and his information just sufficient to ferry him over the necessary entrance examination. He is now engaged in learning what is set before him. The other type of student is older. He has nearly always earned his own way and has seen something of the world under very materialistic conditions. He has been too busy to get much beyond his necessary stock in trade of information, and is very likely to have strong prepossessions. He will study conscientiously and with a purpose, for his full comprehension of the cost of his education will spur him on. Having cleared the ground so far, I may now ask what do these men do? And to this question, as far as our