

UNIVERSITY EXTENSION WORK IN ALBERTA.

Prof. Shortt gave an account of his work in connection with University Extension in Alberta, N.W.T. Application was made to the Principal in spring for lectures of this nature and Prof. Shortt undertook to give a course in Political Science. Classes were organized at the towns of McLeod and Pincher Creek and much interest was manifested throughout the whole course. Miscellaneous and quite unacademic audiences, including ranchers, cowboys, half-breeds and university graduates, gathered to hear the opening lectures, but the Indians could not be persuaded to attend. The regular classes brought to the front many intelligent men, whose interest in the course grew and who desire a continuation of them next year. The object aimed at was to open up to these men, who already possessed a fair amount of information, new lines of thought and inquiry and to indicate to them how through time much could be accomplished. Though very little actual impartation of knowledge can take place in the course of a few lectures, yet some idea of the scope and method of university work is presented. The class can benefit by this only if they follow it up by systematic private study. The North-West has a varied population and very small opportunities for intellectual culture and affords a good mission field for further Extension work.

Prof. Herald, the city mayor, spoke approvingly of the advances made by the college since his student days, but was rather unceremoniously interrupted by the unruly actions of the gas-light, which apparently became affected by the spirit of the boys, and decided to follow their example and leave the hall on hearing of the presence of the police. But like the Meds. in the tug-of-war, the Doctor was determined to see it through and finished his address in the dark.

PRINCIPAL GRANT'S ADDRESS.

The Principal's vigorous address, showing the recent progress of the college and the kind of preparation matriculants should have, speaks for itself. He said that the Registrar had told him that the freshman class was the largest in the history of the university, and what was of more importance the professors who deal with freshmen said they were on the average better prepared. He did not desire to see more students in the class than the professor could handle and deprecated the craze for massing students together in order that the bigness of the class or college might be pointed at with the finger or pen. The students left the high schools too soon. There could not be a greater mistake than to come to college ill-prepared. What was the sense of coming from a high school where the classes average

from five to ten pupils to a college where the classes numbered from fifty to one hundred unless they were thoroughly prepared. In fact it might be as bad as it was in Scotland where he had seen two or three hundred students in a class and not a score of them getting any good from the professor. Anyone would be within the mark if he said that half the students in Canadian Colleges would have been better had they stayed a year longer at least in the high schools.

The mistake again of most of the high schools consisted in giving so much time to the teaching of various sciences instead of languages and mathematics. The study of language is a first requisite to correct thought, and mathematics is the only possible foundation for anything like good science teaching. Besides that not one high school in fifty could afford the rooms and apparatus, the teachers and all the expensive equipment needed for teaching sciences, so that he was afraid they were grasping at a shadow, and while doing so were losing the substance.

This was not the fault of the high school teachers but of the system, and the system undoubtedly had public support, because he said what was called science was supposed to be more practical than the study of languages and mathematics and helped men to get bread and butter more easily. This was one of the popular delusions of the platform, still very prevalent among half-educated people.

Another popular delusion is that there can be good fruit without previous tillage. Hence the craze for rush in education. Men supposed they were properly prepared for college by reading scraps of English from foreign authors instead of mastering the principles of grammar and of prose composition. In view of this delusion he was glad to know that they were on the up grade, and he hoped that the students would watch their younger brothers and sisters along those lines which he had indicated.

Reviewing the summer the speaker said many of the professors had engaged in literary and scientific work, yet had returned in better health to their work in college. More than one had tempting offers from other institutions, but he was delighted to know that the mystic tie which bound them to Queen's had been strong enough to resist the storm. In the faculty of arts he had no money benefactions to report as received during the summer, except one of \$450 from the Hon. Senator Gowan, L. L. D., towards the chair of practical science founded in honor of the late Sir John A. Macdonald. The nucleus of this fund was slowly rolling up and seeing that Sir John A. Macdonald was one of the founders of the university and also of the medical college established here and the first in Ontario open to all on the same terms, and also that Sir John was admittedly