



THE GREAT STIRRING UP AT QUEBEC.

Then he asked the ocean, but it "cannot tell the First Great Cause." Then the planets are questioned and they reply "our centre sun." He turns to the centre suns, but they reply that their beams, though scattered wide, have never found the Eternal. Finally he ends his search and

Vain, Vain Philosophy, I cried,  
Leave these delusive hopes behind;  
Give o'er thy flight—forego thy pride—  
And own thy efforts weak and blind;  
Oh, Thou! direct my trembling heart,  
To solve the problem, what Thou art.

And with this grand climax, that solution of the problem, the poem concludes:

Kind Heaven attentive heard my prayer,  
The sacred page lay open there;  
I clasped with hope the treasured prize,  
And "God is love" first met my eyes.

St. John, N.B.

W. G. MACFARLANE.

### Journalism and Literature.

Professor W. J. Stillman, in a paper on "Journalism and Literature" in the November *Atlantic*, says:—It is truly a grave question for the young man who desires to follow literature and must work for his daily bread how he shall pay his way. I might say, with Dr. Johnson, that "I do not see the necessity;" and in fact the greater, far greater part of those who attempt it do not justify the experiment. But I will suppose that the individual in any one case is justified in devoting his life and all its energies to letters; that his calling is irresistible, or at least so strong that he is willing to do all but starve and freeze to be able to follow it.

Even then I say, with all the energy of a life's experience put into my words, and a knowledge of every honourable phase of journalism to give them weight, do not go on a daily journal unless the literature of a day's permanence satisfies your ambition. Now and then, with the possible frequency of being struck by lightning, you may, as a special correspondent, find a noble cause for which you may nobly give your whole soul,—once it has happened to me; but even this is not literature. Better teach school or take to farming, be a blacksmith or a shoemaker (and no trade has furnished more thinkers than that of the shoemaker), and give your leisure to the study you require. Read and digest, get Emerson by heart, carry Bacon's essays in your pocket and read them when you have to be idle for a moment, earn your daily wages in absolute independence of thought and speech, but never subject yourself to the indignities of reporterism, the waste of life of a special correspondent, or the abdication of freedom of research and individuality of the staff writer, to say nothing of the passions and perversions of partisan politics. That now and then the genius of a man survives all these and escapes above them is not a reason for voluntarily exposing ourselves to the risks of the encounter; and who can tell us how much of the charm of the highest art those successful ones have lost in the experience? For what we get by culture is art, be it on canvas or in letters. Study, fine distinction, the perfection of form, the fittest phrase, the *labor limæ* and the purgation from immaterialities of ornament or fact, and the putting of what we ought to say in the purest, simplest, and permanent form,—these are what our literature must have, and these are not qualities to be cultivated on the daily press. Of no pursuit can it be said more justly than of literature, that "culture corrects the theory of success."

### The Methods of University Extension.

If the lecturer be skillful, the hour seems very short, for the feeling is abroad that here is a man thinking out loud and suggesting a whole lot of new thoughts which will make one distinctly the richer. It is a pleasant sensation, recalling the very cream of bygone school days, and it shows itself in rows of flushed and grateful faces. An essential part of the lecture scheme is the printed syllabus, which is supplied at merely nominal price. This gives the systematic outline so needful to the student, yet so uninspiring in the lecture itself. In addition, the syllabus suggests a careful line of home reading in connection with each lecture. The lecturer also gives out one or more questions which are to be answered in writing and mailed to him some time before the next lecture. This home paper work is regarded as of the utmost importance, since it brings out the thought and originality of the student in a way that a simple lecture never could.

When the lecture is over, a class is formed of all those who care to enroll themselves as students, the other hearers withdrawing. The class lasts for about an hour, and also ranks above the lecture in educational importance. It is here that the personal intercourse between lecturer and students comes into play. It is, indeed, very much like the college seminar, and is as conversational in its tone as the bashfulness of the students will allow. The lecturer develops his points a little further, and explains any difficulties that may have arisen. He also uses the occasion to return the written exercises, and makes such criticisms and comments as he thinks best.—From "University Extension," by Prof. C. H. Henderson, in *The Popular Science Monthly* for November.