

## HASTEN SLOWLY IN UNIVERSITY EXTENSION.

IT is a great mistake in introducing university extension in this country to imagine that a copy of the English methods will suit our different circumstances. Education with us is more nearly universal than in England, and we have ten colleges where they have one. We have no education for the classes. The poor are as able, or almost as able, as the rich to secure the benefits of the university or the college, and our secondary schools are to-day furnishing a public and varied education which is an immense advance upon our earlier systems. There is not the same call for university extension in the United States on account of this levelling up of the people. This takes away the large constituency for this work which is found in England, and compels the carrying of it on by different methods. Further, as Professor Palmer admirably points out in the *Atlantic*, we have no competent men to spare for the work of teaching in this way.

The colleges make such heavy demands upon their professors that, if they are to keep up with their duties, they cannot have any relations in term time with outside work. It is all they can do to meet the demands of their professorships. Chautauqua has been a success because it is a summer picnic, where professors can turn an honest penny by a course of lectures, and where flirtations and the acquisition of knowledge can go on hand in hand, but it is very different to organize classes in the leading cities for the evenings in the working season, and secure such attention and study as make the lectures to these classes in any sense thorough educational work. If they are to be made worth while, a man who is as much of an expert as our best college professors should be in charge, and no man

occupying a professor's chair at Harvard or Yale or Princeton or Johns Hopkins can give his nights to university extension in the cities, without destroying or impairing the usefulness of his days at the university. He cannot serve two masters, and such is the demand for competent men to take places in our growing universities and colleges that all men who are worth anything as instructors are snapped up by these institutions, where they can obtain better salaries and more regular work than can be offered anywhere at the present stage of the development of university extension.

These points are well urged by Professor Palmer, who is not opposed to this movement in itself, but looks at it as a man who feels that we ought to proceed slowly in organizing a work which our different institutions are, by the necessity of the case, far better prepared to do themselves than are the corresponding universities and colleges in Great Britain. The day of copying literally a good thing in England has gone by in this country. The Old World can teach us something about building up universities, but it can teach us nothing about popular education. Professor Palmer thinks, and we agree with him, that the present enthusiasm which has been aroused in behalf of university education must be kept within practical limits, or it will exhaust itself in an attempt to do more than the people need or demand. We have rushed everything in this country, and attempted more than our people can stand up to. Even the workingmen and women, who are chiefly to be benefited by the system of lectures and private study, are so much exhausted nervously by their daily occupations that they are practically unfit for what university extension