

But we shall be expected to judge our system by results: and, so far as the unit courses are concerned, we have every reason to be satisfied. Very few persons fail in our final examinations, and yet examiners report that the standard in University Extension is substantially the same as that in the universities—our pass students being on a par with pass men in the universities, our students of "distinction" reaching the standard of honors schools. Personally, I attach high importance to results which can never be expressed in statistics. We are in a position to assert that a successful course perceptibly influences the *tone* of a locality for the period it lasts.

Our results are much less satisfactory when we turn to the other side of our system, and enquire as to curriculum. It must be admitted that the larger part of our local centres can only take unit courses; there may be often a considerable interval between one course and another; or where courses are taken regularly the necessity of meeting popular interest involves a distracting variety of subjects; while an appreciable portion of our energies have to be taken up with preliminary half courses, rather intended to illustrate the working of the movement than as possessing any high educational value. The most important advance from the unit course is the Affiliation system of Cambridge University. By this a town that becomes regularly affiliated, has arranged for it a series of unit courses, put together upon proper sequence of educational topics, and covering some three or four years; students satisfying the lecturers and examiners in this extended course are recognized as "Students affiliated" (S. A.) and can at any time enter the university with the status of second year's men, the local work being accepted in place of the one year's residence and study. Apart from this the steps in our educational ladder other than the first are still in the stage of prophecy. But it is universally recognized that this drawback is a matter solely of funds; once let the movement command endowment and the localities will certainly demand the wider curriculum that the universities are only too anxious to supply.

The third point in our definition was that the movement was to be organized on a basis of itinerant teachers. This differentiates University Extension from local colleges, from correspondence teaching, and from the system of which Chautauqua is the type. The chief function of a university is to teach, and University Extension must stand or fall with its teachers. In the middle ages the whole body of those who sought a liberal education were to be found crowded into the limits of university towns, where alone were teachers to listen to and manuscripts to copy; the population of such university centres then numbered hundreds where to-day it numbers tens. The first University Extension was the invention of printing which sent the books itinerating through the country. The time has now come to send teachers to follow the books.

An itinerancy implies central and local management, and travelling lecturers who connect the two. The central management

is a university, or its equivalent; this is responsible for the educational side of the movement, and negotiates for the supply of its courses of instruction at a fixed price per course.* The local management may be in the hands of a committee formed for the purpose, or of some local institution. On the local management devolves the raising funds for the university fee, and local expenses. A considerable part of the cost will be met by the tickets of those attending the lectures, the prices of which I have known to vary from twenty-five cents to 5.25 for the unit course, while admission to single lectures has varied from two cents to sixty-two and a half cents. But all experience goes to show that only a part of this cost can be met in this way. University Extension is a system of higher education and higher education has no market value, but needs the help of endowment. The millionaire who will take up University Extension will leave a greater mark on the history of his country than even the pious founder of university scholarships and chairs.

The itinerant lecturers, not less than the university and local management, have responsibility for the progress of the cause. An extension lecturer must be something more than a good teacher, something more even than an attractive lecturer; he must be imbued with the ideas of the movement, and ever on the watch for opportunities of putting them forward. The lecturer must maintain in audiences the feeling that they are not simply receiving entertainment or instruction which they have paid for, but that they are taking part in a public work. He must mediate between the local and central management, ready to assist local committees, and attentive to bringing different centres before the university authorities. The movement is a teaching movement and to the teachers I look for further steps. Lecturers and directors alike must be imbued with the missionary spirit. University Extension is a missionary university. When a man is touched with religious ideas he converts, when he has views on political questions he agitates; culture has been too often a badge of exclusiveness, instead of the very consciousness of superior education being felt as a responsibility to educate others. To infuse a missionary spirit into culture is not the least purpose of University Extension. In University Extension, so described, may we not see a germ for the University of the Future? Religion itself was once identified with a particular class, the clergy alone thinking out what the rest of the nation simply accepted; then came the Reformation, and the whole adult nation claimed to think for itself in matters of religion. There had been in the past a distinct governing class, until a series of political revolutions have made public progress the interest of all. University Extension offers liberal education to all, until educationally the whole adult population will be just as much within the university as politically the adult population is within the constitution. The university of the future, just as the State means the whole nation acting in its educational capacity, through municipal or national institutions, will mean the whole adult nation acting in

*The Cambridge fee is \$2.25 per course of three months.

its educational capacity through whatever institutions might be found desirable—present universities in general supplying such institutions. Such a university would never be chartered; no building could ever house it; no royal personage or president of the United States would be asked to inaugurate it. The very attempt to found it would imply misconception of its essential character.

If what I have described be a reasonable forecast for the University of the Future, does it not follow that University Extension, as the germ of it, presents a field for the very highest academic ambition? In English universities the ideal is "scholarship." But the system which turns out a few good scholars every year passes over the heads of the great mass of university students without having awakened them to any intellectual life; the universities are scholarship-factories, producing good articles, but with a terrible waste of raw material. The other main type of university enthrones "research" as its *summum bonum*. Possibly research is as good a purpose as a man can set before him, but it is not the sole aim in life. One is led to doubt whether research is not one of the disintegrating forces of society, and whether ever increasing specialization must not mean a perpetual narrowing of human sympathies in the intellectual leaders of mankind. Just at this point the University Extension movement appears to recall academic energy from production to distribution; suggesting that devotion to physics, economics, art, can be just as truly shown by raising new classes of the people to an interest in physical and economic and æsthetic pursuits, as by adding to the discoveries of science, or increasing the mass of art products. To the young graduate, conscious that he has fairly mastered the teaching of the past, and that he has within him powers to make advances, I would suggest the question whether, even for the highest powers, there is any worthier field than to work through University Extension towards the University of the Future.—*Book News.*

A TRAVELER through a dusty road strewed acorns
on the lea;
And one took root and sprouted up, and grew into
a tree.

Love sought its shade at evening time to breathe its
early vows.

And age was pleased at heat of noon to bask
beneath its boughs;

The dormouse loved its dangling twigs, the birds
sweet music bore;

It stood a glory in its place, a blessing evermore.

A little spring had lost its way amid the grass and
fern,

A passing stranger scooped a well, where weary
men might turn;

He walled it in and hung with care a ladle at the
brink;

He thought not of the deed he did, but judged that
toil might drink.

He passed again, and lo! the well, by summer
never dried,

Had cooled ten thousand parching tongues, and
saved a life beside.

—Charles Mackay.

As welcome as sunshine in every place
Is the beaming approach of a good-natured face;
As genial as sunshine, like warmth to impart,
Is a good-natured word from a good-natured heart.