

*That one man die ignorant who is capable of
knowledge, this I call a tragedy.*

THOMAS CARLYLE.

University Extension

What
Educators
Think of It



The University of Chicago
The Extension Division

THE UNIVERSITY OF CHICAGO PRESS

THE system of education known as University Extension originated with the University of Cambridge, England, in 1873. It comprised systematic courses of lectures delivered by members of the University. To supplement the lecture work a class was conducted for informal discussion of questions which may not have been sufficiently elaborated in the more formal discourse. A syllabus was also issued for the guidance of those who wished to pursue a systematic course of study while the course of lectures was in progress.

The method has remained practically unchanged to the present time. University Extension, therefore, is a technical term and cannot be appropriately applied to mere courses of reading, however systematic and thorough they may be. It means this and more—actual contact with a living teacher, the inspiration of whose presence and personal leadership may mean even more than can be gained from any course of reading.

It is to University Extension in this restricted sense that the following testimonials apply.

George William Curtis :

"The development of this University Extension movement and its extraordinary success are the most significant facts in the modern history of education."

Richard G. Moulton :

"University Extension is the university of the busy."

T. Dwight, President Yale University :

"It is an entirely unselfish movement ; nobody is making any money out of it ; it is an entirely philanthropic design aimed to effect the best interests of the masses. It is sanctioned by the leading educators of the land, East and West."

Dr. W. R. Harper, President of the University of Chicago :

DR. W. R. HARPER, President of the University of Chicago, believes in a university of the future which shall include the whole nation. "Such a university," he says, "would never be chartered, no building could ever house it, no royal personage or president of the United States could inaugurate it. The whole adult population would be just as much within the university as, politically, the adult population is within the constitution."

Harper's Weekly :

"University Extension contemplates opening to all the people of the state opportunities which are now open to few, and to do it for the same reason that it supports the free school, namely, that it makes better American citizens."

New York Independent :

"University Extension has a great mission in America."

Catholic Standard :

"We believe that the movement is in our midst to stay and to become one of the large educational factors of the future."

Richard G. Moulton :

"University Extension is university education for the whole nation organized upon itinerant lines."

Canon Browne :

"The University Extension movement has been and is something much more than a merely intellectual work. It has given an interest in life, an interest of a worthy kind to many and many a one who sorely needed something outside and different from the ordinary routine of life. And many a solitary student who had none to sympathize with his work, none to guide him, none to lead him to higher efforts, came forth from his solitariness, found companionship in study, found guidance, found breadth."

James McAlister, President of the Drexel Institute :

"I believe that with the rise and growth of University Extension will come a higher and a better and nobler life for all our people. It will reach all the schools ; it will reach the workshops ; it will reach every class and condition of the community, and while we grow rich and strong and powerful with our manufactures, we will grow intellectual and humane and have aspirations after those higher and better things which, after all, must become the abiding life of every people."

Arthur H. D. Acland :

"Education should aim at teaching people not merely how to earn their living, but to live their life."

New York World :

"Ordinarily, university instruction is the possession of the few. University Extension aims to make it the privilege of all."

Max Müller :

"It is to my mind a most important movement—full of future, as the Germans say. It marks a new epoch in the history of universities."

Hon. William T. Harris, U. S. Commissioner of Education :

"All friends of a sounder education will bid Godspeed to this movement for University Extension, and all will hope that through it the university standards of thinking and investigating will become known as ideals, and that, once well established, it will have the effect of increasing the percentage of youths who complete their education in the university itself."

Philadelphia Bulletin :

"A leading member of the English parliament, with ample facilities for accurate information, recently said that the University Extension movement was changing the face of all England."

Henry D. Thoreau :

"It is time we had *uncommon* schools, that we did not leave off our education when we begin to be men and women."

A. J. Cooke, Librarian Bay City (Mich.) Public Library :

"The series of University Extension lectures given in this city last season not only increased our circulation, but very perceptibly improved the taste for higher classes of literature—a certain help to our library."

**Extract from a letter from State Superintendent of Public Instruction
J. H. Freeman, formerly President of the Aurora University
Extension Centre :**

"It gives me pleasure to testify to the marked interest of the citizens and teachers in the Extension movement, and to the gratifying results from it in the way of cultivating a higher literary sentiment and a broader educational feeling among the people of that city (Aurora). The value of the movement in stimulating an interest and ambition to read worthy books cannot be too highly commended."

"Happy the community that sustains a University Extension Centre, and that receives the uplift from such an institution wisely managed."

J. H. Collins, Superintendent of Schools, Springfield, Ill. :

"I am now attending the eighth course of University Extension lecture-studies in this city, and every one has been of great value to me. A number of our teachers feel as I do in regard to these courses, that these lecture-studies afford an opportunity for study and the acquirement of culture that we could not easily get in any other way."

Principal W. W. Warner, Saginaw, Mich. :

"University Extension lecture-study courses are more beneficial to the educational and literary life of a town than any popular course we were ever able to present in the six years we worked at it. And we had such men as Dr. Talmage, Russell Conwell, George Cable, Henry Watterson, Ex-Senator Ingalls, George Kennan, etc., etc., through a list of twenty-four lesser lights, but good men all."

Superintendent David K. Goss, Indianapolis, Ind. :

"Great numbers of our teachers have in the past pursued this work (University Extension) under the guidance of professors from the University of Chicago and elsewhere, and we believe that it has deepened the insight and scholarship of our teachers in literature, history and science, and better than all, it has quickened the spirit in our school-rooms more than any other one force that I could name."

**Electra C. Doren, Librarian Dayton (Ohio) Public Library and
Museum :**

"From close observation I would say that our University Extension lecture-study courses have been a distinct stimulus for more and better reading by numbers of people, and that in many cases the impulse thus given to them in the selection of books as well as the widening of their intellectual interest still governs the direction of their tastes whether still identified as students with an Extension Centre or not."

The first of these is the fact that Joyce's early work is characterized by a certain degree of conservatism. This is evident in his choice of subjects and in his treatment of them. He is concerned with the problems of the individual, and he treats them in a way that is both sympathetic and understanding. He does not condemn or praise, but he does analyze and interpret. This is the mark of a mature writer, and it is one that Joyce has achieved from the very beginning of his career.

THE LITERARY DEVELOPMENT OF JAMES JOYCE

The second of these is the fact that Joyce's early work is characterized by a certain degree of conservatism. This is evident in his choice of subjects and in his treatment of them. He is concerned with the problems of the individual, and he treats them in a way that is both sympathetic and understanding. He does not condemn or praise, but he does analyze and interpret. This is the mark of a mature writer, and it is one that Joyce has achieved from the very beginning of his career.

THE LITERARY DEVELOPMENT OF JAMES JOYCE

The third of these is the fact that Joyce's early work is characterized by a certain degree of conservatism. This is evident in his choice of subjects and in his treatment of them. He is concerned with the problems of the individual, and he treats them in a way that is both sympathetic and understanding. He does not condemn or praise, but he does analyze and interpret. This is the mark of a mature writer, and it is one that Joyce has achieved from the very beginning of his career.

THE LITERARY DEVELOPMENT OF JAMES JOYCE

The fourth of these is the fact that Joyce's early work is characterized by a certain degree of conservatism. This is evident in his choice of subjects and in his treatment of them. He is concerned with the problems of the individual, and he treats them in a way that is both sympathetic and understanding. He does not condemn or praise, but he does analyze and interpret. This is the mark of a mature writer, and it is one that Joyce has achieved from the very beginning of his career.

THE PLACE OF UNIVERSITY EX-
TENSION IN AMERICAN
EDUCATION.

BY
HON. WILLIAM T. HARRIS,
Commissioner of Education, United States.

*[Reprinted from the Proceedings of the First Annual Meeting
of the National Conference on University Extension.]*

PHILADELPHIA :
J. B. LIPPINCOTT COMPANY.

1892.

"The complete work ought to be not only in every library, but in every school in which English literature is taught."
—*New York Nation*.

... Supplement to

Allibone's Dictionary

of English Literature and British and
American Authors

By JOHN FOSTER KIRK.

Two volumes. Imperial 8vo. Nearly 1600 pages. Cloth binding, \$15.00; sheep, \$17.00; half Russia, \$20.00; half calf or half morocco, \$22.00.

"We have no hesitation in declaring our conviction that it is by far the most satisfactory work of the kind with which we are acquainted. It is ample in its information; it is accurate to a degree very rarely attained; it is catholic as to the persons included; and it is, with all this, eminently readable."
—*London Saturday Review*.

"Mr. Kirk's volumes contain not only the results of the years of painstaking labor directed to the task in hand, but also show the work of a life spent in literary studies, and that scholarship of the very highest order of excellence has been used in perfecting and completing a book that is now more than ever valuable to every one who needs a reference handbook for the names and works and life of all who have contributed to the vast stores of English literature."—*Philadelphia Public Ledger*.

.. Allibone's Dictionary and Supplement ..

Complete in Five Volumes.

The entire work containing the names and history of over 83,000 authors. Cloth, \$37.50; sheep, \$42.50; half Russia, \$50.00; half calf, \$55.00; half morocco, \$55.00.

"It can hardly be doubted that Allibone's Dictionary of English Literature and British and American Authors, taken as a whole, embracing as it does in its original three volumes the names of over 46,000 authors, and in its Supplement those of 37,183 authors—with notices of their several hundred thousand books—will long remain without a rival as a bibliography of the literature of the English tongue."—*Boston Literary World*.

"No dictionary of the authors of any language has ever before been undertaken on so grand a scale. For convenience and trustworthiness this work is probably not surpassed by any similar production in the whole range of modern literature."—*New York Tribune*.

J. B. LIPPINCOTT COMPANY,

... Publishers ...

715 and 717 Market St., Philadelphia.

** For sale by all Booksellers, or will be sent, post-paid, on receipt of the price.

THE PLACE OF UNIVERSITY EXTENSION IN AMERICAN EDUCATION.

LADIES AND GENTLEMEN, DELEGATES TO THE NATIONAL CONFERENCE ON UNIVERSITY EXTENSION,—I have been requested to direct my remarks to the general bearings of the question of University Extension. I shall therefore offer some considerations regarding the threefold structure of our educational system into elementary, secondary, and higher education, and discuss the general features which distinguish each grade. I shall endeavor to show that higher education is the sanest and healthiest form of education, because it gives the student the means of correcting one-sided views. It gives him the method of study which compares one science with another and one branch of learning with another, and always bears in mind the important question, How does this element of knowledge relate to the conduct of human life? From this point of view, I shall explain why University Extension seems to me to be one of the most important movements in our time. An exhibition of the fragmentary nature of elementary education and the necessity which has caused this fragmentary character to adhere to it, will make it evident, I hope, that the directors of higher education have a sacred duty to perform in extending, by all legitimate means, the spirit of their methods into the studies which the adult population carry on by means of the newspaper, the periodical, and the book, throughout life.

Let me ask your attention, first, to the general aspects of our civilization. Let us consider the active means at work to produce cosmopolitan civilization and obliterate local and provincial peculiarities.

The most striking characteristic of our modern civilization is that which has to do with the intercommunication of one people with another. The wonders of modern invention are to be found

especially in this field of human activity. In the first place, the facilities for travel by land and by sea bring together a greater and greater number of people in each succeeding year. Think of the increase of the number of Americans that have visited Europe,—of the number of Europeans that have visited America. Think of the increasing number of people residing in the Atlantic slope who have visited the cities of the Mississippi Valley and the far-off Pacific Coast. The personal presence and the humane, friendly interest of foreign people in this country form a perpetual educative influence, converting our people to cosmopolitan views and sympathies. But the educative influence of travel is small compared with that of intercommunication by means of letters and literature. In our time we have seen epic, dramatic, and lyric literature retire into the background before the novel or romance as a literary work of art. The novel has been called the prose epic, or the epic of commonplace, middle-class citizens. But the novel in our time has extended its gamut from the description of society manners and customs and the petty events of courtship and marriage to the all-including scientific and historical movements which constitute the highest fields of intellectual labor. In the modern novel we have Shakespeare's mirror, that is held up to reflect society and the individual. We have the painting of the slums, the *demi-monde*, the processes of the schools, the Church; we have fully-colored pictures of ancient historic life, long buried, and brought to life only by the labors of archæology; we have a series of historical pictures, growing rapidly to a great gallery of paintings, illustrating mediæval times, the beginnings of modern times, and, finally, the events of a century ago,—Tolstoi's Napoleonic wars, the Crimean war, Walter Scott's historical pictures; Victor Hugo, Thackeray, and a thousand writers less significant and still important. Each reading public learns to know the character and motives of its fellow-men in far-off countries or far-off epochs. Out of this comes the feeling of the solidarity of the human race. Every one feels that there is nothing human that he can consider to be entirely strange to him. But even the novel is not to be compared, in its influence, with the daily newspaper and periodical

press as an instrument invented by the human spirit to bring about the higher unity and synthesis of all peoples. Not only shall each people combine in itself the best that has been realized by other peoples, but each human individual shall take his morning survey of the daily movement of nations and colossal enterprises.

Here is the significance of our new University Extension movement, which we are here to-day to celebrate by this conference. University Extension proposes to avail itself of the new inventions and instrumentalities which have been developed in the interests of commerce and the ordinary interchange of opinion, and send the currents of higher thought, higher scholarship, and higher sentiment through these channels, so as to directly influence all men.

In brief, University Extension proposes to itself to gain possession of the organs of public opinion, and it is evident that this enterprise is one of the most important undertaken in our century since the establishment of the common public school.

In the most advanced civilization we find the completest system of means for the formation and promulgation of public opinion. All persons in the community, by means of the newspaper, look upon the same event, look upon the same sketch of public policy marked out by the statesman, listen to the same arguments, and take sides in view of the weight of argument. The public opinion thus organized is not the public opinion of a village or a province. It is the public opinion of the whole country, and a public opinion which is formed, or secreted, so to speak, by the aggregate action of all the minds in the nation. In fact, this does not state it strongly enough. The public opinion of a newspaper-reading age is an international public opinion, a public opinion which takes into it as a determining element the views and opinions of other civilized nations.

But this kind of public opinion cannot be found in an illiterate community, nor can the newspaper, which is the instrument for forming and disseminating such public opinion, penetrate an illiterate community.

In old times, before the statesman could watch the verdict of

public opinion on a proposed measure, he was perhaps obliged to take action. The diplomats found themselves obliged to plunge the nation into war. In our time, with the telegraph, and the newspaper, and a universal reading people, the dial of public opinion is visible to all statesmen and leaders of the people, and it is possible to avoid an appeal to the final court of arms.

It is evident enough that the first requisite for the efficiency of these instrumentalities is a universal diffusion of common-school education, and an ability on the part of all the people to read and understand the printed page. This is given in the common schools. The question arises at once, at this point, Why do not the common schools give an all-sufficient education? Why is not elementary education all that is desired among the people? Is it not true, that if the schools teach the people how to read, and the universal prevalence of periodicals and books furnishes what to read, that the life of the people is turned into a constant education? Will not such reading—such as the elementary school provides for—lead necessarily to the diffusion of all human learning?

In order to answer this question properly, and to see the grounds which exist for the movement known as University Extension, let us consider for a moment the difference between elementary school education and university education. The child who is of the proper age to learn how to read has not acquired an experience of life sufficient for him to understand very much of human nature. He has a quick grasp of isolated things and events, but he has very small power of synthesis. He cannot combine things and events in his little mind so as to perceive processes and principles and laws,—in short, he has little insight into the trend of human events or into logical conclusions which follow from convictions and principles. This is the characteristic of primary or elementary instruction, that it must take the world of human learning in fragments and fail to see the intercommunication of things. The education in high schools and academies which we call secondary education begins to correct this inadequacy of elementary education; it begins to study processes; it begins to see how things and events are produced; it begins to study causes

and productive forces. But secondary education fails, in a marked manner, to arrive at any complete and final standard for human conduct, or at any insight into a principle that can serve as a standard of measure. It is the glory of higher education that it lays chief stress on the comparative method of study; that it makes philosophy its leading discipline; that it gives an ethical bent to all of its branches of study. Higher education seeks as its goal the unity of human learning. Each branch can be thoroughly understood only in the light of all other branches. The best definition of science is that it is the presentation of facts in such a system that each fact throws light upon all the others and is in turn illuminated by all the others.

The youth of proper age to enter upon higher education has already experienced much of human life, and has arrived at the point where he begins to feel the necessity for a regulative principle and guiding principle of his own, with which he may decide the endless questions which press themselves upon him for settlement. Taking the youth at this moment, when the appetite for principles is beginning to develop, the college gives him the benefit of the experience of the race. It shows him the verdict of the earliest and latest great thinkers on the trend of world history. It gathers into one focus the results of the vast labors in natural science, in history, in sociology, in philology, and political science in modern times.

The person who has had merely an elementary schooling has laid stress on the mechanical means of culture,—the arts of reading, writing, computing, and the like. He has trained his mind for the acquirement of isolated details. But he has not been disciplined in comparative study. He has not learned how to compare each fact with other facts, nor how to compare each science with other sciences. He has never inquired, What is the trend of this science? He has never inquired, What is the lesson of all human learning as regards the conduct of life? We should say that he has never learned the difference between knowledge and wisdom, or, what is better, the method of converting knowledge into wisdom:—The college has for its function the teaching of this great lesson,—how to convert knowledge into wisdom,

how to discern the bearing of all departments of knowledge upon each.

It is evident that the individual who has received only an elementary education is at a great disadvantage as compared with the person who has received a higher education in the college or university, making all allowance for imperfections in existing institutions. The individual is prone to move on in the same direction, and in the same channel, which he has taken under the guidance of his teacher. Very few persons change their methods after leaving school. It requires something like a cataclysm to produce a change in method. All of the influences of the university, its distinguished professors, its ages of reputation, the organization of the students and professors as a whole, these and like influences, combined with the isolation of the pupil from the strong tie of family and polite society, are able to effect this change in method when they work upon the mind of a youth for three or four years. The graduate of the college or university is, as a general thing, in possession of a new method of study and thinking. His attitude is a comparative one. Perhaps he does not carry this far enough to make it vital; perhaps he does not readjust all that he has before learned by this new method; but, placing him side by side with the graduate of the common school, we see readily the difference in types of educated mind. The mind trained according to elementary form is surprised and captivated by superficial combinations. It has no power of resistance against shallow critical views. It is swept away by specious arguments for reform, and it must be admitted that these agitators are the better minds, rather than the weaker ones, which elementary education sends forth. The duller minds do not ever go so far as to be interested in reforms, or take a critical attitude toward what exists.

The duller, commonplace intellect follows use and wont, and does not question the established order. The commonplace intellect has no adaptability, no power of readjustment in view of new circumstances. The disuse of hand labor and the adoption of machine labor, for instance, finds the common laborer unable to substitute brain labor for hand labor, and it leaves

him in the path of poverty, wending his way to the almshouse.

The so-called self-educated man, of whom we are so proud in America, is quite often one who has never advanced far beyond these elementary methods. He has been warped out of his orbit by some shallow critical idea, which is not born of a comparison with each department of human learning with all departments. He is necessarily one-sided and defective in his training. He is often a man of great accumulations of isolated scraps of information. His memory-pouch is precociously developed. In German literature such a man is called a "Philistine." He lays undue stress on some insignificant phase of human affairs. He advocates with great vigor the importance of some local centre, some partial human interest, as the great centre of all human life. He is like an astronomer who opposes the heliocentric theory, and advocates the claims of some planet, or some satellite, as the centre of the solar system. In sociology these self-made men advocate, for instance, as a universal panacea for poverty, such devices as the abolishing of all individual property in land, or a single-tax, or a scheme of state socialism; or, on the other hand, the equally negative system of *laissez faire*,—let each look out for himself, and let the government forswear entirely all functions of nurture and provision for the common welfare. In the name of abstract justice, Mr. Herbert Spencer strikes at all of the concrete forms of government in existence, and would fain cut them down to his procrustean standard, protecting free competition without provision for common welfare.

There is a conspicuous lack of a knowledge of the history of the development of social institutions in all this. The individual has not learned the slow development of the ideas of private property in Roman history, and he does not see the real function of property in land. Again, he does not know the history of the development of human society. He has not studied the place of the village community and its form of socialism in the long road which the state has travelled in order to arrive at freedom for the individual.

The self-educated man, full of the trend which the elementary

school has given him, comes, perhaps, into the directorship over the entire education of a state. He signalizes his career by attacking the study of the classic languages, the study of logic and philosophy, the study of literature and the humanities. It is to be expected of him that he will prefer the dead results of education to an investigation of the total process of the evolution of human culture. The traditional course of study in the college takes the individual back to the Latin and Greek languages in order to give him a survey of the origins of his art and literature and science and jurisprudence. In the study of Greece and Rome he finds the embryology of modern civilization, and develops in his mind a power of discrimination in regard to elements which enter the concrete life of the present age. It is not to be expected that the commonplace mind, which is armed and equipped only with the methods of elementary instruction, shall understand the importance of seeing every institution, every custom, every statute in the light of its evolution.

Again, the force of these facts is augmented when we consider the enormous development of secondary instruction in this country, not on the basis of the university, but on that of the elementary school. Within one generation the public free high schools have increased from a hundred or less to five or six thousand. For the most part the course of study in these institutions has been largely under the control of men educated only in elementary methods. As might have been expected, this fact has largely determined the character of the studies pursued in the high schools. The classic studies and pure mathematics have been discouraged, and studies substituted for them which have a real or supposed value in the business vocation. The consequence of this has been that the high schools of the country have failed to furnish men of real directive power. Their best representatives have been of the type of the self-educated men that I have just now described.

While I consider it a matter of congratulation that the people of the country are fast establishing throughout the land a system of free education in high schools, yet I find myself obliged to admit that the present and past results of these schools may be

summed up as the production of a vast intellectual current of Philistinism. There is not any argument for the importance of University Extension which equals this in strength. The secondary education has largely been diverted from the road that leads to higher education, and turned aside in such a manner as to produce arrested development at the stadium of elementary or secondary methods. The common schools of the people are suffering more from this cause than from all the other causes combined. It is a prolific source of mere mechanical device and methods which lead nowhither. It produces a flippant, self-conceited frame of mind which does not hesitate to attack and tear down institutions which it fails to comprehend. University Extension, as we understand it, proposes to close up this gap between higher institutions and the elementary schools.

In recent years there has been a considerable elevation of the standard of admission to the college, and this has led to an increased development of secondary instruction, especially since the smaller colleges of the country have not been able to follow the lead of the great universities without suffering in the size of their classes. The influence of secondary schools as directors of elementary common schools is not, and never has been, a healthy one. Only the college and university can give this healthy influence.

With University Extension the directors of higher education come at once into contact with the people. The university, through its properly organized faculties, descends into the community and, as it were, takes an inventory of the bright and promising minds that are exercising an intellectual influence upon the direction of affairs. It gathers these into classes and audiences, and discusses with them the living questions of the day. It fascinates them with the superiority of the comparative method of study. It vanquishes the spirit of Philistinism and refutes the theories of cranks.

This process of University Extension, I need not add, has also a retroactive influence of great value upon the university itself. We all know how important is the present tendency towards specialization. We admit, nevertheless, that there is a

danger in this, inasmuch as the specialist who does not use the highest or comparative method, and endeavors to bring his specialty into comparison with all branches of human knowledge,—that this specialist, I say, tends to make his branch a hobby, and to set up his local centre as the grand centre of the universe. Unbalanced specialism in education, therefore, tends to the very evils which elementary methods produce. But University Extension will correct this. When the specialist finds himself face to face with an audience collected from people who have received only a common education, he is forced at once into meeting their crude opinions by presenting the comparative history of his theme, and by showing the bearing of other branches of human learning upon it. It is, as I have said, the characteristic of University Extension that it finds its highest principle in the conduct of life, and that it is ethical in its method. The direct contact of university instructors with the people leads to the emphasis of the ethical stand-point.

So much for the reaction of University Extension upon the university itself. But I should not omit to say that the University Extension movement will have another beneficial effect in increasing the number of persons who seek higher education. No sooner does the university enter the field of competition before the common people than it vanquishes the claimants for the cause of secondary education, and the claimants for the cause of elementary education as finalities. The people see at once the superiority of the higher education, and there arises throughout the community an aspiration for its advantages. Even the families of the poor will aspire each to educate one or more of their children for the university. We know that in former times, when the requirements for education had not climbed up to the place they now hold, how often the poorest families in Scotland managed to educate one of the family for the university. The ideal of education, at that time, was university education. This desirable ideal will again prevail in the community, and where we have at present in the United States only one in five hundred of the population enrolled in schools for higher instruction we shall have, as we ought to have, from five to ten times that ratio.

Again, the advantage to the University will appear in the furnishing of direct practical careers to its graduates. In the laboratory and the seminarium the university trains its pupils to the work of original investigation. It sends, therefore, into the community a class of people fully equipped with an intellectual apparatus for the correction and perfection of the political and the economical departments. It focusses a powerful light upon the directive power in the various departments of productive industry and local self-government. Now, University Extension, by reason of the fact that it collects into organized bodies the most enterprising minds of the common people, prepares positions in advance for these graduates of the university. They may take hold of the places where they are most needed without wasting their strength in endeavors to discover such opportunities, and to persuade men in power of the utility of their training for the work.

We have seen how this movement arose in England. With the extension of suffrage and with the increase of means of self-education among the people, and especially with the circulation of semi-scientific information by means of the printing-press, there has been in the past a something of relaxation in the hold which the great universities had upon the people. This has been promoted by the self-educated man whom I have disparaged by calling him a Philistine. The great urban development of England, and, I may say, of all civilization, has produced in the community an aggregation of the weaklings of society,—what we may call the population of the slums,—a fearful problem for our civilization. It would have been the part of selfish wisdom to establish University Extension in order to recover a hold upon the common people, and in order to grapple successfully with the social problem of the slum element which menaces the rule of law; but, strange to say, the University Extension has not originated in the enlightened selfishness of the university, but rather in the pure missionary spirit,—the spirit of divine charity which has always largely abounded among the directors of higher education. There is no movement, however, which has worked for the perpetuation of the power of the upper classes,

and especially of the university educated classes of Great Britain, as has this movement of University Extension.

It is true that circumstances in this country differ from those in England in many particulars, but there are great broad lines of resemblance. In both countries we have what is called local self-government. England is the nation in which local self-government has originated as a complemental element necessary to compensate for the one-sidedness of the Roman principle of centralization. In our government, just as in the home government of England, there is a representation, not only of all individuals but of all interests, and this not only in the legislature that makes the law, but in the courts which administer the law, and in the executive department which enforces the law. The making of laws is determined by the free process of elections and public debates in which all powers and interests struggle for the mastery. The decisions of the courts are determined by the same universal representation of individuals and interests; and, finally, the enforcement of the laws concedes the same rights of consideration for all parties concretely existing in the community. It is evident that in England and in this country—both democratic—there exists a sort of necessity for a free process of influence between the highest and lowest strata of society. In both countries demagogism increases in proportion to the neglect of the lowest stratum by the highest. This argument for University Extension is so obvious that it does not need further expansion here.

There is one incidental effect of University Extension which I think worthy of special mention. The ordinary elementary school, secondary school, or college, seeks to give a general education to the pupil. It wishes to see every one learn the conventional course of study, and not neglect either language, or science, or mathematics, or history. This curriculum, in a certain sense, mistreats those especially gifted individuals, found in all ranks, who have possibilities of the greatest usefulness in certain narrow lines of talent, but who are not attracted by other fields of knowledge outside of their specialty. Their love of one particular branch of human knowledge is so great

that all other branches seem to them repugnant. These persons are the stuff out of which genius is made, but our traditional system of education has not known what to do with the candidates for genius. But the new methods of specialization, which the University proper has taken up after the studies of college are completed, has opened up among our university educators an interest in special talent wherever it is found. University Extension provides new channels of communication between the directors of the university and these specially endowed people, scattered here and there throughout the community. The lecturers and class-teachers of the Extension movement are prepared to make an inventory, as it were, of this very important, although not numerous, element in the population. This possibility of saving from waste some of the most gifted of people will occur to every one as a strong reason for the existence of School and University Extension.

The old lyceum course did not provide for the active participation of the audience in the work of instruction. But University Extension provides for discussions between the lecturer and his classes. It provides for reviews, it provides for home-studies and examinations.

In regard to the question of management in this great movement, I suppose that we shall have a full discussion of the question of local centres *versus* one all-including society. It seems to me that we should encourage local centres where there seems to be ambition and ability for successful organization. I think that this matter will take care of itself. The advantages of a great central organization are advantages of finance. There is saved a multiplication of officers and a multiplication of expense by co-operating in one great society. But where local reasons exist for independent societies, let them continue. Let any State whose government provides money to manage University Extension within its boundaries go on and solve its own problems. There are lines of new experiments needed in order to discover the best instrumentalities. The English have developed especially the lecture-course system, with its discussions and written examinations. In many parts of this country the system

14 *Place of University Extension in American Education.*

of home-study and professional instruction by mail has been developed. There are very many other phases, such as, for example, that developed by the Brooklyn Institute, which ought to have full consideration. When we have developed a half-dozen types of University Extension, each local centre may adopt and combine three or four best adapted to it. In the meanwhile we must pay the well-deserved compliment to the American Society, initiated by the University of Pennsylvania, to say that it has made by far the largest step in making a useful and practical application of University Extension in this country; and all new movements in this direction should consider carefully the question whether something cannot be gained by uniting with this great movement already so efficiently organized. Whatever may be the practical conclusion arrived at in regard to these matters of local and central administration, there certainly is but one possible conclusion as to the importance of a national conference with annual meetings for comparison of views. Each movement wishes to understand clearly the aggregate result of the experience of all movements. There should be a national conference, which brings out this experience in all its details, and serves it up for the instruction of all.

I congratulate you, delegates, on your undertaking, which is, in the broadest sense of the term, a missionary movement. It is a movement which holds out the torch of the highest learning, not only for the illumination of all, but for the purpose of assisting each individual to light his own torch at its sacred flame.

President,
Edmund J. James.

Honorary President, William Pepper, M.D., LL.D.

Treasurer,
Frederick B. Miles.

THE AMERICAN SOCIETY.

THE American Society for the Extension of University Teaching was founded in response to a deeply-felt want for a National Association which might assist in promoting the work of University Extension. The friends of popular education feel that the time has come for a better utilization of the facilities for instruction which are to be found in our existing educational institutions. Experience has shown that this object is accomplished with great measure of success by the movement popularly known as University Extension. The results of this system in several countries—notably in England and the United States—have attracted much attention, and its merits are now widely known.

The American Society is doing a twofold work. It is, in the first place, collecting information as to the progress of the movement in all countries, and, through its monthly journal, making it accessible to those interested in this system of instruction. In the second place, it is carrying on an extensive experiment in University Extension instruction. This work is a persistent effort to solve the difficult problems involved in the training of lecturers, the conduct and sequence of courses, and the financial support of centres. In this way the work of the Society becomes a series of illustrative experiments in adapting University Extension teaching to American conditions. It is plain that if the Society can successfully solve these difficult problems it will render a great service to American education, making the introduction of the work throughout the country a matter of comparative ease. Every one interested in the ultimate success of this great movement for popular education should, therefore, to the extent of his ability, contribute to the support of the American Society.

To do this work efficiently will require large funds. The only sources of income at present are the fees of members (\$5.00 annual fee, \$50.00 life-membership fee) and the voluntary contributions of friends of the movement. You are cordially invited to become a member of the Society, and to present its claims to your friends and acquaintances who are, or should be, interested in the work.

The membership fee and all other contributions may be sent by postal order or draft on Philadelphia, or by draft on New York, payable to the order of Frederick B. Miles, Treasurer of the American Society for the Extension of University Teaching, Fifteenth and Chestnut Streets, Philadelphia.

UNIVERSITY EXTENSION.

A Monthly Journal, giving full information as to the methods and results of Extension teaching in all countries, with special reference to the development of the movement in the United States.

Yearly Subscription, \$1.50.

Single Numbers, 15 Cents.

Vol. I.—July, 1891, to July, 1892—will be issued in full black cloth binding at ONE DOLLAR. READY JUNE FIFTEENTH.

Address

UNIVERSITY EXTENSION,

15th and Chestnut Sts., Philadelphia.

Send for list of publications of The American Society.

LIPPINCOTT'S
BIOGRAPHICAL
DICTIONARY.

By JOSEPH THOMAS,
M.D., LL.D.

Bound in sheep, \$12.00 ;
half Russia, \$15.00.

*Memoirs of the Eminent Persons of all Ages and Countries, and
Accounts of the Various Subjects of the Norse, Hindoo,
and Classic Mythologies, with the Pronuncia-
tion of their Names in the Different
Languages in which they
occur.*

It is really a cyclopædia within itself, including every character that has strong claims to our notice, either from public notoriety or lasting celebrity, and from it may be gathered a knowledge of the lives of those who have made the world's history famous.

OPINIONS OF THE PRESS.

"Lippincott's Biographical Dictionary,' according to the unanimous opinion of distinguished scholars, is the best work of the kind ever published."—*Philadelphia Ledger*.

"No other work of the kind will compare with it."—*Chicago Advance*.

"This work presents a very wide range of treatment, great compactness and perspicuity, wonderful accuracy, and a typographical execution that is absolutely perfect."—*N. Y. Evening Post*.

"There is nothing like it in the English language. . . . It may be fairly esteemed a credit to the age and country which have produced it."—*Philadelphia Press*.

TESTIMONY OF DISTINGUISHED SCHOLARS.

"In the judicious brevity of its articles, the comprehensiveness of its selections of topics, the nice exactness in matters of orthography and pronunciation, as well as for its admirable typography, it promises to take a very high place among our books of reference."—*From* PROFESSOR NOAH PORTER.

"It is a work which I shall be glad to possess, both on account of the fulness of its matter, and because the pronunciation of names, so far as it can be represented by the alphabet of our language, is given. The work will be a valuable addition to the books of reference in our language."—*From* WILLIAM CULLEN BRYANT.

"It is universal in fact as in name, doing like justice to men prominent in science, literature, religion, general history, etc. The author knows how to put a large number of facts into a very small compass, and in a manner remarkable for system, fairness, precision, and easy diction."—*From* PROFESSOR JAMES D. DANA, M.A., LL.D.

. For sale by all Booksellers, or will be sent by mail, post-paid, on receipt of the price by

J. B. LIPPINCOTT COMPANY, Publishers,
715 and 717 Market Street, Philadelphia.

THE NEW
CHAMBERS'S ENCYCLOPÆDIA.

*New Type, New Subjects, New Illustrations,
New Maps.*

A COMPLETE DICTIONARY OF ART, SCIENCE, HISTORY,
LITERATURE, FABLE, MYTHOLOGY, BIOGRAPHY, GEOG-
RAPHY, ETC. HANDSOMELY ILLUSTRATED WITH MAPS
- - - AND NUMEROUS WOOD-ENGRAVINGS - - -

Eight volumes now ready. The two remaining volumes to be issued during 1892.

Price per vol. : Cloth, \$3.00 ; Cloth, uncut, \$3.00 ;
Sheep, \$4.00 ; Half morocco, \$4.50.

"Every article has been written with reference to the needs of readers of the present generation. Not only are latest discoveries in science, natural history, and archæology to be found in it, but matters of a purely temporary and, we might even say, local importance are, in many cases, very fully treated. A similar liberality is shown in the illustrations, particularly in the department of Natural History, the cuts in which are numerous, extremely well done, and well printed."—*N. Y. Critic*.

"Chambers's Encyclopædia' is a publication that is entitled to every consideration as an educational factor."—*Philadelphia Ledger*.

"Chambers's Encyclopædia,' in spite of the claims of other similar works, still continues to hold its own as a standard reference for the home or school. The new revision brings its articles well up to date, and introduces a large number of entirely new subjects. No expense has been spared in obtaining the co-operation of the best authorities in the special lines, and the result is a complete and comprehensive dictionary of useful knowledge. 'Chambers's' has an undisputed title to be considered one of the most accurate, reliable, convenient, and useful encyclopædias now on the American market."—*Boston Journal of Education*.

"All who are interested with respect to persons and places, questions of art and religion, politics and science, and who in these busy days are anxious to find the latest information on any subject lying ready to hand, should possess themselves of these volumes as they are published."—*Liverpool Mercury*.

Specimen pages mailed free to any address.

J. B. LIPPINCOTT COMPANY, Publishers,
715 and 717 Market Street, Philadelphia.

READER'S REFERENCE LIBRARY

Ten volumes. Crown 8vo. Half morocco, gilt top,
in box, \$26.00.

Each volume sold separately, as follows:

BREWER'S HISTORIC NOTE-BOOK.

A Dictionary of Historic Terms and Phrases. Crown 8vo. Half morocco, \$3.50.

THE WRITER'S HAND-BOOK.

A Guide to the Art of Composition and Style. \$2.50.

BREWER'S READER'S HAND-BOOK OF FACTS, CHARACTERS, PLOTS, Etc.

\$3.50.

BREWER'S DICTIONARY OF PHRASE AND FABLE.

Giving the Origin, Source, and Derivation of Twenty Thousand Common Phrases. \$2.50.

BREWER'S DICTIONARY OF MIRACLES.

Imitative, Realistic, and Dogmatic. \$2.50.

EDWARDS'S WORDS, FACTS, AND PHRASES.

A Dictionary of Curious, Quaint, and Out-of-the-Way Matters. \$2.50.

WORCESTER'S COMPREHENSIVE DICTIONARY.

Revised, Enlarged, and Profusely Illustrated. \$2.50.

ROGET'S THESAURUS.

A Treasury of English Words. Classified and Arranged so as to facilitate the expression of Ideas and assist in Literary Composition. \$2.50.

ANCIENT AND MODERN FAMILIAR QUOTATIONS.

From Greek, Latin, and Modern Languages. \$2.50.

SOULE'S ENGLISH SYNONYMES.

A Dictionary of Synonymes and Synonymous or Parallel Expressions. \$2.50.

* For sale by all Booksellers, or will be sent free of expense, on receipt of price, by

J. B. LIPPINCOTT COMPANY, Publishers,

715 AND 717 MARKET STREET, PHILADELPHIA.

THE DEVELOPMENT OF UNIVERSITY EXTENSION.

BY

MICHAEL E. SADLER,

Secretary to the Oxford Delegacy for University Extension.

*[Reprinted from the Proceedings of the First Annual Meeting
of the National Conference on University Extension.]*

PHILADELPHIA :

J. B. LIPPINCOTT COMPANY.

1892.

"The complete work ought to be not only in every library, but in every school in which English literature is taught."
—*New York Nation*.

. Supplement to

Allibone's Dictionary

. of English Literature and British and .
. American Authors

By JOHN FOSTER KIRK.

Two volumes. Imperial 8vo. Nearly 1600 pages. Cloth binding, \$15.00; sheep, \$17.00; half Russia, \$20.00; half calf or half morocco, \$22.00.

"We have no hesitation in declaring our conviction that it is by far the most satisfactory work of the kind with which we are acquainted. It is ample in its information; it is accurate to a degree very rarely attained; it is catholic as to the persons included; and it is, with all this, eminently readable."
—*London Saturday Review*.

"Mr. Kirk's volumes contain not only the results of the years of painstaking labor directed to the task in hand, but also show the work of a life spent in literary studies, and that scholarship of the very highest order of excellence has been used in perfecting and completing a book that is now more than ever valuable to every one who needs a reference handbook for the names and works and life of all who have contributed to the vast stores of English literature."
—*Philadelphia Public Ledger*.

. . Allibone's Dictionary and Supplement . .

Complete in Five Volumes.

The entire work containing the names and history of over 83,000 authors. Cloth, \$37.50; sheep, \$42.50; half Russia, \$50.00; half calf, \$55.00; half morocco, \$55.00.

"It can hardly be doubted that Allibone's Dictionary of English Literature and British and American Authors, taken as a whole, embracing as it does in its original three volumes the names of over 46,000 authors, and in its Supplement those of 37,183 authors—with notices of their several hundred thousand books—will long remain without a rival as a bibliography of the literature of the English tongue."
—*Boston Literary World*.

"No dictionary of the authors of any language has ever before been undertaken on so grand a scale. For convenience and trustworthiness this work is probably not surpassed by any similar production in the whole range of modern literature."
—*New York Tribune*.

J. B. LIPPINCOTT COMPANY,

. Publishers

715 and 717 Market St., Philadelphia.

***For sale by all Booksellers, or will be sent, post-paid, on receipt of the price.

THE DEVELOPMENT OF UNIVERSITY EXTENSION.

No friend of University Extension can visit America without watching with interest and admiration the energy with which the movement has been carried on in this country; and those of us who are engaged in promoting the system in England will derive much benefit from the experiments which you are making, and stimulus from the enthusiasm with which you are developing the system. An earlier speaker at this conference has asked whether, after all, University Extension will enjoy more than a transient popularity, whether it is anything more than a novelty of merely passing interest. The long history of the movement seems to me to allay all suspicion as to its permanence. Its development has been natural, and part of a larger movement in University life.

In the middle ages, we find that large numbers of students flocked to the great Universities from all parts of Europe. Rich and poor, gentle and simple, these students passed along the public highways to the great centres of learning, and so destitute were many of them that we find in the English statute-books old laws empowering University students to beg for their subsistence. But the invention of the printing-press and the diffusion of books made the attendance of large numbers of these poor students at the Universities comparatively unnecessary. Instead of the learner having necessarily to come to the teacher in order to realize his hope of obtaining knowledge, it became more economical to send to the pupil the printed works of his distant teacher. A third stage was, however, reached when it was discovered that, as for almost all learners, books alone are inade-

quate instruments of culture, the pupil needs the stimulus of the living teacher to rouse his interest in the printed book. The development of the railway system at length made possible the widest diffusion of the two elements of the highest instruction, namely, the book and the instructor of the book. Railroads enable us to extend the privileges of the most inspiring instruction to a wider circle of students than in the early days of imperfect communication could enjoy these educational advantages.

Turning to another chain of changes in University development, we find that in its earlier days Oxford suffered from the somewhat indiscriminate attendance of students, old and young. William of Wykeham took, however, the important step of relieving the University from the attendance of young scholars by establishing in connection with his new college at Oxford a subsidiary college at Winchester, where the lads intended for subsequent University training might obtain the elements of learning. It is significant that this first movement for University Extension, which aimed at the establishment, in connection with the University, of a training or preparatory college in another town, was in itself a part of the movement for University intension. The college at Winchester was designed by William of Wykeham, both to extend the influence of the University, and to relieve the latter institution from certain branches of teaching which were more appropriately done outside, and it is to be noticed that the later movement for University Extension has been similarly accompanied by a concentration and development of the higher studies within the University itself. The movements of University Extension and University intension are concurrent elements in the history of the University. As the University becomes more sensible of its duties towards extra-mural students, so also it becomes more sensitive to the claims of those higher studies which it is its noblest privilege to prosecute. Both movements, in short, are signs of a quickening of University life, a sensitiveness to two related duties, an aspiration towards a higher and more perfect efficiency. And by itself superintending the wider diffusion of knowledge, a University familiarizes the

public with the idea of, and so protects the higher interests of, research.

The movement for University reform began, so far as Oxford is concerned, towards the close of the last century, when the efforts of a few eminent graduates, notably of Dean Jackson, of Christ Church, and Provost Eveleigh, of Oriel College, were directed towards raising the University from the slough of intellectual despond into which it had previously fallen. The introduction of the system of examination for an Honor Degree roused the energy of the best students. This great change was followed by the purifying of the social life of the University, a change honorably associated with the famous Oxford Movement, the great leaders of which were John Henry Newman and his contemporaries. Thus quickened, the University became sensitive to the claims of further duties, and the middle of the present century saw the abolition of the chief of those religious tests which had shut out from the University much of the best life of England. The influx of new blood into the University system, due to this great change, naturally led to a still further awakening to the educational responsibilities of a national University, and there followed within a few years efforts, on the part both of Oxford and of Cambridge, to raise the standard of education in the schools of the country, by sending out accredited examiners whose duty it was to test the results of instruction in any schools voluntarily submitting themselves to this test. This, as Mr. James Stuart has said, was the first step in the later movement of University Extension. For the first time, the University thus recognized its duty towards students who, technically, were not members of its own body, and postal facilities were the material agency which permitted the new effort.

In 1872, the University of Cambridge, to its lasting honor, took a still further step along the road of educational reform, when, at the instance of Mr. James Stuart, it offered to supply the towns of England with capable instructors in the various departments of knowledge under the supervision and with the sanction of the University itself. Just as postal facilities enabled the University to introduce local examinations, so the new rail-

way facilities enabled the University to establish local lectures, and thus the University Extension system, as we now know it, was begun. It began, as it were, by accident. Mr. James Stuart was invited to deliver some courses of lectures to an audience of women teachers in the north of England. In his private capacity as a University graduate, he accepted the invitation. The first lecture was a success, but the young teacher found himself so embarrassed by having to address a large audience consisting entirely of women, that, in lieu of the catechetical instruction which he had designed as a supplement to the lecture, he suggested to the students that they should write him exercises, and send these essays by post to him at Cambridge. Thus was invented that important element in the University Extension system,—the essay. A second feature in this method of instruction, the syllabus, was imitated by Mr. Stuart from the methods of Professor Ferrier, of St. Andrews. The popularity of Mr. Stuart's first lectures induced a working-men's co-operative society at Rochdale to ask him to address its members. He chose a scientific subject. At the end of his first lecture, some working-men in the audience asked him to leave the diagrams, with which he had illustrated his discourse, on the walls of the lecture-room until his return to Rochdale, in order that they might explain their meaning to a number of fellow-artisans who had not been able to be present at the first lecture of the course. He acceded to their request, and offered to come to the second lecture before the appointed time, in order to meet for purposes of informal discussion those who wished to talk over the substance of the first discourse. Thus he stumbled upon the principle of "the class" which has ever since been regarded as an essential element in the University Extension system. The development of University Extension was thus essentially practical. Each feature in the system was suggested by practical needs and tested by practical experience. A little later the University of Cambridge officially recognized the efforts of Mr. Stuart and his colleagues; and, after a period of protracted effort, during which Mr. R. G. Moulton rendered invaluable service to the new movement, the system was established as a permanent feature in English educa-

tion. There followed in London a successful attempt to found a Society for the Extension of University Teaching in the metropolis, and this association, which has played a distinguished part in the history of the movement, owed much to the zeal of Mr. Goschen, now Chancellor of the Exchequer, and to the efforts of its successive secretaries, Mr. E. T. Cook, Mr. Myers, and Dr. R. D. Roberts, the latter of whom has devoted many years to the cause of University Extension.

In 1878, the University of Oxford entered the field, its adhesion to the movement being largely due to the efforts of Professor T. H. Green and Professor Jowett. Not much, however, was done in the University of Oxford until 1885, when its work was revived through the instrumentality of Dr. Percival and of Mr. Arthur Acland, who were aided by the posthumous influence of Mr. Arnold Toynbee, himself an earnest advocate of University Extension. At the present time every University in England is engaged in the work. During the present winter, not less than sixty thousand different persons are attending the lectures. Of these about fifteen thousand are writing papers for the lecturers, about five thousand will probably enter for the final examinations held at the conclusion of the course, and about three thousand will obtain certificates. Several hundred centres of University teaching have been established by the spontaneous efforts and at the expense of local committees, working in almost every district of the country, and comprising almost every element in English life.

The official recognition of this movement by the Universities is of fundamental importance. Their cordial acceptance of its principles has been accompanied by an increasing devotion to the claims of the highest research. The same activity which shows itself in one direction in the diffusion of learning, shows itself in another direction in the accumulation of knowledge, both are phenomena of quickened life, both testify to the increasing activity of the Universities in the discharge of different but equally appropriate duties.

In the earlier stages of the work, perhaps one of the greatest dangers is a certain jealousy between various University bodies,

but jealous rivalry is soon converted into generous emulation by intercourse in friendly conference and by the recognition of the width of the new field of educational effort into which the Universities are entering.

Great, however, as the success has been of the work in which we are interested, it is still in the stage where doctrinaire criticism assails it. And our frankest critics press three questions upon us. Who are the students, they ask, for whose benefit good teaching is provided? Next, granting that you find students, is it after all worth while taking trouble to supply them with higher education? In the third place, assuming that it is worth while, are the Universities the right bodies to essay the supply of it?

Each of these questions implies more than appears on the surface. Those who ask the first question often mean that any student who is sincerely anxious for higher education can get it already; that public schools and colleges exist in bountiful profusion; that no man or woman need perish of intellectual starvation in a country where books are cheap, newspapers and magazines widely circulated, public libraries efficient and plentiful; that you can pauperize a people by heedless bounty in teaching as easily as by indiscriminate distribution of alms; and that by making educational opportunities of too easy attainment, you may cut the nerve of energy and self-help which are saving graces in the affairs of mind as in the affairs of business.

Those again who ask whether it is worth while straining every nerve to diffuse higher education mean by their question to suggest the doubt whether the nobler kinds of culture can ever become matters of common currency; whether there is not one education, as the Greeks said there was one aphrodite of heaven and another of the market-place; whether the problems with which higher education deals,—problems of history, of criticism, of philosophy, of evidence,—can profitably be discussed by those who lack preparative training, or assimilated by minds which are biassed by ingrained preconceptions; whether the attempt to popularize culture may not merely multiply prigs or spread superficial accomplishments as a veneer over once-healthy ignorance, or breed discontent with hard lots, or add fuel to revolutionary

indigestion; whether it is prudent to vulgarize the vision of the higher learning; whether by increasing book-learning you will destroy the originality of mother-wit as in Britain the village school-masters are scolding the historic dialects out of the remotest villages; and whether there is any foundation for the old idea that by educating one generation you are storing up accumulations of refinement which will be transmitted, as a sort of educational capital, for the outset and outfit of the next.

And those who ask whether, if it be granted that the diffusion of higher teaching is desirable, the Universities are the right bodies to undertake such diffusion, mean by their question that a University exists to protect and to increase the highest learning, to accumulate rather than to distribute, to investigate rather than to popularize, to save rather than to spend, to specialize rather than to edify; that they are the factories of learning rather than the salesmen of it, or, if salesmen at all, dealing only in a wholesale way of business and recognizing as their customers only the advanced students or teachers, whose function in turn it is to pass over the fruit of their education to the wider circle which lies beyond them. The University, it is hinted, exists in its true capacity for research, not for the reproduction of knowledge in attractive forms; it has a mission, but not to be an intellectual missionary. If you associate it in the public mind with the idea of popularization, the time will come when the ignorant crowd will refuse to recognize its truer, though now secret, function of knowledge-making, and when the professors, wearied out of the claims of perhaps distant popular audiences, will begin to neglect their more essential but less prominent duty of patient investigation, forsaking the nobler but more private task of research for the emptier but more ingratiating pursuit of public exposition. They would remind us of Cardinal Newman's words, that "to discourse and to teach are distinct functions; that they are distinct gifts and not commonly found united in one person; that he who spends his day in dispensing his existing knowledge is unlikely to have either leisure or energy to acquire new." In short, that the proper division of labor assigns one function to the public lecturer and to the University another, and that to seek to

unite those separate functions in one man or staff of men is to retrogress in intellectual economy. Moreover, that a University is dedicated to a liberal education, while the public task is for useful training, and that therefore for the University to seek directly to save the public is to sacrifice for immediate and more vulgar results what is priceless in distant or fruitful consequences.

These are the arguments which it is for us to meet. They can be met, and met triumphantly, but it would be a mistake to despise or ignore them, to pass them over as prejudices, or to scorn them as selfishness.

Happily, however, we are not compelled to meet *a priori* criticisms by merely *a priori* answers. We can turn to facts, and the facts are on our side. The students are there for any one to see and question them. They are numerous, grateful, enthusiastic. But, in all their variety, four special types of them appeal to our sympathy and justify our work. How many are there not whom sudden loss or harsh turn of fortune has deprived of the very privileges which we have enjoyed? who, on the very threshold of University life, have been called back by claims of domestic duty or stopped by sudden loss of means? To how many does not the very word "University" recall the bitterest act of renunciation, the giving up of the most cherished hopes? In how many lives has there not been some secret unselfishness which pushed aside, in deference to duty, the bright ambition of study, which sacrificed—though no one knew the bitter cost—the one chance of higher learning? Have we no pity, no help for these? Must the gate be always barred against *them*, the vision of knowledge be to *them* never more than a distant Pisgah view? Those in whose eyes you can still see regret, whose faces still bear the sign of "unhappy far-off things"?

Then, again, there are the vast numbers of busy people who cherish the desire of combining with the education of business the education of books. Those, too, welcome the stimulus and encouragement which lectures give, and need, in the midst of jostling engagements and other importunate claims of daily life, the punctual reminder of the weekly lecture-night. "Any one," said the venerable master of Baliol, "any one who regularly

devotes half an hour a day to liberal studies, deserves to be called a student." But even so small a fraction of the solid day as this, —great as are the accumulated results of so brief a daily contribution, is with difficulty set aside by men and women whose lives have been for years, as some one put it once, "like an interrupted sentence." Day follows day without bringing the quiet breathing-spaces which we need to collect ourselves for study. Business cares leave a ground-swell of agitated thought behind them, and the waters of life never seem calm enough to mirror intellectual truth. What Sunday is to the religious life, the lecture-night may become to the intellectual, an orderly, appointed breathing-space set aside by practice for the duties of a liberal education.

And yet once more how eagerly those lectures have been attended by women anxious to equip themselves either for equal converse with cultivated people or for the better discharge of the duties involved in the education of children. The claim of women for higher teaching is one of the most significant features of our time. That claim it is our duty to satisfy, and these University lectures are one convenient method of meeting it. It is not given to every woman to go to college, and, even when college work is done, education, so far from being ended, is only just beginning. In a progressive age each generation is almost necessarily separated from its predecessors by some change in point of view. Our individual thoughts are all colored by the new generalizations, the new experience common to our contemporaries. Malthus's father thought with Godwin that all human failings were due to defects in human institutions; Malthus himself, growing up in the chill of the anti-revolutionary reaction, realized that much of human wretchedness was due to defects in human nature itself; men of our own time again are beginning to perceive that Malthus too much ignored the awakening or repressive influences of an eager or stolid environment. Steadily from generation to generation the normal temperature of thought rises or falls, and fathers and sons have to allow for one another's surroundings. But to do so implies sympathy enlightened by education, and involves the possession of an historic sense which does not come without knowl-

edge of history. How many pitiful estrangements, how many harsh misunderstandings, have sprung from merely ignorant want of imagination? We need education, as well as filial tenderness, to bridge over the gulf which sometimes yawns between children and their fathers, and the mother, equipped by education, may become the interpreter of the son to his father and of the father to his son.

But behind all these lie the great mass of the people, tired by the day's work, fagged by the insistent anxieties of bread-winning, and yet each year more directly charged with the ultimate settlement of great problems, each year feeling a greater need for knowledge and for the judgment which comes from knowledge. Pericles, speaking of the Athenian democracy, said that they regarded "the want of the knowledge gained by discussion preparatory to taking action the great impediment to (wise political) conduct." Just as Wesley and Whitefield spread the knowledge of religious truth among the miners and laborers of England, and so steadied the national character before it entered the exciting period of the industrial revolution, so we need others, imitating their devotion, to diffuse civic wisdom among the wage-earners and workmen of civilized countries as a preparation for the anxious period of sound adjustment, of the coming of which the signs may be even now discerned. "A cultivated intellect, a delicate taste, a candid, equitable, dispassionate mind, a noble and lustrous bearing in the conduct of life." These are by no iron law of necessity the prerogative of any one section of the community. The riches which they represent may be diffused in generous measure throughout a nation, and, as Newman said, being "the objects of a University," they are therefore the probable results of a full extension of its work. True as it is that profuse and heedless almsgiving may be hurtful, methods of wise charity need commending by the very persons who would be its most desirable recipients. The danger of pauperizing people does not justify us in keeping our pockets always buttoned up. And no offer is less likely to slacken the energies of a people than the provision of noble teaching, for it is of the essence of learning that it cannot be obtained without the exertion, toil, and attention of the

student co-operating with that of the teachers. You cannot stuff men with culture as they stuff Strasburg geese.

Similar reflections are aroused by the second kind of criticism, namely, the question whether, even if the students attend our lectures, it is worth while seeking to furnish them with higher education. No one pretends that every busy man or woman can become a mine of learning. Cultivation of the mind, however, is not to be measured by mere volume of attainment, but by the mental temper and attitude of the student. We may not be able to make our students experts in obscure readings of the classical texts or authorities on Greek inscriptions; but we *can* make them appreciate the poetical beauties of the Athenian drama and conscious of the pregnant significance of classical history. They may not care for the niceties of criticism or for the disentanglement of the involved sentences of Thucydides; but they can be brought to share in the scholar's enthusiasm for Æschylus and Sophocles, to treasure the memory of Pericles, to know the serene philosophy of Plato. For them, too, the glories of the Renaissance may be revealed. The eternal antithesis between the Puritan and the Greek ideal has its open lessons for them as well as for us; Homer, Dante, Shakespeare, Goethe need not be the private possessions of a few, but may become the intellectual treasures of the people. Pedantry is the vice of an exclusive knowledge rather than of broad and human culture. It would be a false antithesis which made pedantry and superficiality the necessary alternatives. We do not propose to diffuse either. The vain conceit of intricate but narrow knowledge is as far removed as the impertinence of shallow smattering from our ideal of a liberal education which, in becoming popular, need not cease to be liberal. The actual volume of a man's knowledge matters little as compared with the way in which he carries it. It is the quality not the quantity of it that is of vital concern. The effect on his judgment, on his powers of observation and comparison, is what we have chiefly to think of in providing higher education for the people.

Nor will such education blunt originality. As Sir Joshua Reynolds told the students of the Royal Academy a hundred winters

ago, "A mind enriched by an assemblage of all the treasures of ancient and modern art will be more elevated and fruitful in resources in proportion to the number of ideas which it has carefully collected and thoroughly digested. . . . There can be no doubt," he adds, "but that he who has the most materials has the greatest means of invention. . . . The addition of other men's judgment is so far from weakening our own that it will fashion and consolidate those ideas of excellence which lay in embryo, feeble, ill-shaped, and confused." "The mind is but a barren soil," again to quote Sir Joshua, "and it will produce no crop, or only one, unless it be continually fertilized and enriched with foreign matter."

So far, indeed, from its being not worth while for us to diffuse the higher education, it is our duty to do so for the economic, the solid, and the religious welfare of our country. Considering only the remotest ends of material welfare, we cannot afford to waste genius, or even talent. We need, to use Professor Huxley's phrase, "capacity catchers." We must leave, as Mr. Ruskin said, no Giotto among the hill-shepherds. Who knows what potter's son may be a Wedgwood, what butcher's son a Wolsey, what barber's lad a Richard Arkwright, what engine-fireman a Robert Stephenson. And for one man of genius who forces his way to eminence and public service, how many are not done to death in the struggle for recognition and for training. Chatterton was sent home from school as a fool of whom nothing could be made; Clive was shipped off to India as a scapegrace; Sir Walter Scott's professor dubbed him dunce, and said that dunce he would remain. Genius is democratic, and we must seek to find, to guard, to help it in both high and lowly places. To do this we need many agencies, but few are more suited to our hand than University Extension. Its teachers will penetrate everywhere and may reach everybody. The two best essays which reached me in a recent competition came from a duke's family and a village billiard-marker. This is a typical result which follows from greater equalization of intellectual opportunity.

Nor is the social advantage of our movement less than its economic. What greater bond has attached to one another the

members of the English-speaking race than the love of their common Bible? What stronger tie is there between strangers than the associations of our native region, common memories of a common home? In the same way we may promote the unity of a people by giving it a common background of great thought, a joint and conscious inheritance in one intellectual birthright. St. Simon pointed out how inventors were aided by a class of popularizers. They help the public to understand and appreciate inventions. Far more might a staff of brilliant lecturers enable a nation to enter into the enjoyment of its intellectual heritage, too often ignored or forgotten. In an age when, as Emerson said,

" Things are in the saddle
And ride mankind,"

we need organized protests on behalf of a spiritual, as distinct from a material, ideal of life. Too many men are apt to say of literature and history what Locke said of Latin verse-making, that "it is very seldom seen that any one discovers mines of gold or silver on Parnassus. 'Tis a pleasant air, but a barren soil." Locke forgot that the common passion for these bare mountains and native air have often fired the patriotism of heroic peoples, but the Parnassus of culture is a vineyard on a fruitful hill. And the effects of culture may, as Sir Joshua Reynolds said of art, "extend themselves imperceptibly into public benefits, and be one of the means of bestowing on whole nations refinement of taste; which, if it does not lead directly to purity of manners, obviates at least their greatest depravation by disentangling the mind from appetite and conducting the thoughts through successive stages of excellence, to be that contemplation of universal rectitude and harmony which begun by Task may, as it is exalted or refined, conclude in Virtue."

Nor, even if the education of one generation does not lead to the transmission of acquired aptitude to its successors, does it therefore follow that we are not, by diffusing education, improving the character and talents of our descendants. For an educated nation permanently improves its own surroundings, and the pressure and stimulus of those improved surroundings

may educe the hidden potentialities of men and women yet unborn, and rouse into activity secret gifts and powers which, in a less favorable environment, would have perished before development. The ideal of University Extension is the ideal of Plato, who would have so placed the citizens of his ideal commonwealth that their "young men, dwelling as it were in a healthful region, might drink in good from every quarter whence any emanation from noble works might strike upon their eye or ear like healthful breezes from salubrious lands, and win them imperceptibly from their earliest childhood into love of, and into harmony with, the true beauty of reason."

And, as the work of diffusing higher education is thus of supreme and national importance, it is one which the Universities, if they have the means at their disposal, are called upon directly or indirectly, singly or in concert, to push forward and promote. For they are the true leaders of educational progress. The truest culture is not exclusive. For if the pleasures and benefits of culture are such that their diffusion in proper measure is impossible, the time may well be coming of which it was foretold that "the prophet shall be ashamed of every one of his visions." But the essence of true culture can be diffused and in due season will be; just as the Celtic drama was once the means of public inspiration; just as was the great picture of Cimabue which the Florentine citizens bore from the painter's house to the Church of St. Maria Novella with such gladness that the quarter of the city through which they passed was afterwards called the Joyful Quarter; just as were the carvings which Giotto set round the base of his famous tower, and just as were the masterpieces of the French and English builders in the twelfth and thirteenth centuries.

But to diffuse higher education you need something more than books; you need men with strong personalities to expound the books; you need not only a library, but a guide to the library. Now, what bodies can command more readily or train more easily the right kind of guide than the Universities which receive and educate the young men and young women of the country? Either from among their own graduates, or by the exercise of

their ready access to men of ability everywhere, which is a privilege of their position, they are able to find and provide the very kind of teachers which the public need. A University can equip two staffs of teachers; one for its own internal duties of research or specialized instruction; a second for the different but not less honorable service of diffusing the results of such instruction or research. There need be no overwork, no unwise confusion of function. It is rather a wise division of labor for which we ask. And just as private munificence or public aid support the internal teachers of a University, so will individual liberality or public contribution maintain those who are engaged in its extra-mural work.

Anything which separates the Universities from the public is to be deplored. But happily such separation is becoming every day more impossible. The University Extension lecturer is bringing into relation with University life large numbers of teachers, of women and of workingmen, all of whom long for the stimulus of higher instruction, but have hitherto been practically outside the pale of University influence. The attendance of elementary teachers at the University Extension lectures in England is the most encouraging. University courses are being made a part of the curriculum of several Normal Colleges. The Inspectors of Schools recommend teachers to attend University Extension classes, and, at our Oxford summer meeting, the central idea of which we consciously imitated from the successful Assembly at Chautauqua, a considerable number of elementary teachers enjoy a brief period of University life by means of small scholarships offered by friends of the movement. It is, however, among workingmen that perhaps the most striking results of University Extension have been seen. For four years at Oldham in Lincoln, six hundred artisans have attended the lectures on historical subjects delivered by Mr. Hudson Shaw. The zeal shown by these workingmen is remarkable. The lecture begins at seven o'clock, is followed by an animated class and brisk discussion, and closes only at a somewhat late hour. For three years artisans from Manchester have come to reside in Oxford during August for a brief period of study, and there have been few more touching

episodes in University life than the company of these Manchester artisans gathered under the shadow of the spire of John Henry Newman's church, living in under-graduates rooms, studying in the University buildings, reading in the University libraries, and meeting morning and evening in the College chapel as members of the collegiate community. In different parts of the country, farmers, potters, masons, and weavers attend these lectures, some of them walking at the end of their day's work as many as five miles to attend the lecture. Dr. Roberts, in his book on University Extension, has told some pathetic tales of the enthusiasm of the Northumberland miners; and one of these students has written to Miss Gardner, of the American Society, a remarkable tribute to the moral and intellectual influence of University Extension teaching as established in his district by the University of Cambridge: *

"... Do you ever get a thoroughly ignorant man interested in University Extension?

"In reply to this I may say that thorough ignorance is rather a misnomer in these days of Board schools and compulsory education. Twenty or thirty years ago, thoroughly ignorant men might be found in scores among the miners, but in this generation every miner's son has the opportunity of getting the elements of education, which he may or may not increase as he gets older. There is a sense, however, in which your question may be understood as applying to the miners of to-day. A number of boys, after they leave school, and commence work at the mines, easily forget nearly all they have learned, and only retain sufficient ability to write their name, or labor through the pages of a book. These, I think, although not thoroughly, may be termed ignorant men. I will, therefore, understand your question as applying to these. When I had the pleasure of seeing you at Backworth, I mentioned one or two that I thought might belong to that category. A better instance has, however, recently come under my notice. We are at present having a course of lectures on 'The Problems of Life and Health,'

* Cf. *University Extension*, December, 1891, p. 187.

with spécial reference to sanitation. The subject is an interesting one, and has provoked a good deal of discussion. At the beginning of the lectures two of the miners, at the mine at which I work, bought two tickets for the course. One of them I knew to be a very intelligent man, and he has supplied me with some interesting facts concerning his companion. He says that when he first knew him he was a dissolute, degraded man, caring for nothing but drink, gambling, fighting, and every other thing that belongs to an evil life. They lived near to each other, and occasionally had some conversation. By and by they took walks together, and questions of interest were discussed in a simple way. One by one he dropped off his evil habits and sought the society of his intelligent friend. He abandoned drink and devoted his money to the purchasing of books. He took every means that was likely to afford him information, and sought knowledge wherever it was to be found. And now he is a student at the present course of lectures, and has already earned first-class marks for his exercises. This I think is a typical instance of what you require, and when I tell you that this man travels a distance of over five miles every Saturday evening in order to attend the lectures, and often does his exercises after a hard day's work at the mine, you will readily understand how keen is the interest which has been aroused. . . ."

This is going far towards the reconciliation of culture and labor. It is significant that among our English University Extension students are counted a princess near the throne and an Oxford chimney-sweep.

Another encouraging feature of our work is the steady rise in the quality and attainments of the audiences. Each year we notice that the students at well-established centres attend more regularly at the lectures and classes, write better essays, and reach a higher standard in the final examinations. The value of the certificates awarded in these examinations is also becoming more generally recognized. At Oxford the standard required for a "pass" certificate is that which has to be reached by an undergraduate in answering the questions set in an examination for a "pass" degree; in order to obtain a "certificate of distinction,"

the student must write a paper of such a quality as would entitle that paper to be accepted in one of the final examinations for Honors in the University. It should be pointed out, however, that, whereas the candidate for Honors in the University has to write ten or twelve papers, the University student generally does only one. But the standard required in the two examinations is *pro tanto* the same. It is natural, therefore, that employers should be increasingly willing to regard the possession of a University Extension certificate as a recommendation when presented by an applicant for some appointment; that teachers should seek to obtain these certificates in order to improve their qualification; and that some of the best schools in the country should include University Extension courses in their curriculum. Mr. Hudson Shaw, for example, has lectured this autumn at Rugby School on one day, and on another to the workmen of Oldham; and Mr. Mackinder, who with Mr. Shaw has done so much to advance the University Extension movement, has visited during the same term one of the greatest schools in the country and other centres where his audiences consisted largely of elementary teachers and artisans.

It must be admitted, however, that in the early years of the history of each centre, much remains to be desired in point of sequence of studies. History is apt to follow literature, and science history without much regard for strict connection of subject-matter. But we must remember that there are two kinds of sequence—sequence of good teachers and sequence of the subjects taught. When a centre is new and weak, the first kind of sequence is often of more practical importance than the second, and if any one of us looks back on the landmarks of his own intellectual life, shall we not find that the influences which in turn have affected us have often been wanting in any formal sequence of educational development. We are now, however, succeeding in gradually remedying this want of sequence in University Extension work, and much has been done by the arrangement of the courses of study at our summer meeting in cycles extending over four years.

I desire to say a few words as to the formal relation between

the Universities and the University Extension movement. It is of essential importance to the success of our work that the Universities should either directly or indirectly take a formal part in it. At the beginning of the work especially, the aid of the college professors is extremely valuable; but many of these professors are overworked men, who cannot permanently undertake a large increase in their educational duties. Where this is the case, no one can rightly expect that they will be able permanently to take a large share of the work. Under their guidance, however, a special staff of teachers may soon rise, as has already been the case in England, for the discharge of this important duty of University Extension teaching. But it is important that these teachers should be in official and accredited connection with the Universities and the faculties of higher teachers, for, as Sir Joshua Reynolds has said, "Every seminary of learning is surrounded with an atmosphere of knowledge where every mind may imbibe something congenial to its own original conceptions. Knowledge thus obtained has always something more useful than that which is forced on the mind by solitary meditation." In other words, we desire, through the University Extension movement, to extend the spirit of each University taking part in the work.

And the discharge of its duties towards University Extension reacts favorably on the University itself. It makes the academic mind recognize more clearly than before the intellectual importance of business ability. It provides for the academic economist easy access to those scenes of industrial activity which are the laboratories of economic study; and it encourages and helps those who desire to see in University life a combination of plain living and high thinking.

Our aim, however, in University Extension is not intellectual communism, but the greater equalization of intellectual opportunity. And our experience in England leads us to appreciate the importance and the value of such an association as the American Society for the Extension of University teaching. Such a society is able to provide a bureau of information on University Extension matters. It can secure lecturers and retain the services of promising graduates. It can also gradually accumulate an

endowment which will be required for the higher development of University Extension teaching, as well as for that of other kinds of higher education. We need in University Extension a millionaire, and the chance is now offered to a man of wealth to associate his name forever with the history of one of the most striking educational movements of our century.

A difficulty which is pressing upon us in England is the best means of recognizing the attainments of the most advanced University Extension students. To most of us, it appears in the highest degree undesirable to offer the same grade or degree to a student who has resided in a college as to one who has only attended University Extension courses. But it is clear that the latter will, before long, emulate the former both in the extent of his studies and in the standard of his intellectual attainment. What, then, should be the recognition given to such a student by the University? In my own judgment, it will be possible for a group of Universities to go further in recognizing the merits of the best University Extension students than would be possible for any single University acting on its own account. Is it, therefore, out of the question that a number of Universities might unite to offer, under strict provisions and on specified and arduous conditions, a special diploma to such University Extension students as might, after attending a long series of graded courses, pass a searching examination with credit? If such a group of Universities were formed and were found to comprise the leading institutions of higher learning in America, in England, and in Australia, such a diploma, as that at which I hint, might become the symbol of the intellectual federation of the English-speaking world.

President,
Edmund J. James.

Honorary President, William Pepper, M.D., LL.D.

Treasurer,
Frederick B. Miles.

THE AMERICAN SOCIETY.

THE American Society for the Extension of University Teaching was founded in response to a deeply-felt want for a National Association which might assist in promoting the work of University Extension. The friends of popular education feel that the time has come for a better utilization of the facilities for instruction which are to be found in our existing educational institutions. Experience has shown that this object is accomplished with great measure of success by the movement popularly known as University Extension. The results of this system in several countries—notably in England and the United States—have attracted much attention, and its merits are now widely known.

The American Society is doing a twofold work. It is, in the first place, collecting information as to the progress of the movement in all countries, and, through its monthly journal, making it accessible to those interested in this system of instruction. In the second place, it is carrying on an extensive experiment in University Extension instruction. This work is a persistent effort to solve the difficult problems involved in the training of lecturers, the conduct and sequence of courses, and the financial support of centres. In this way the work of the Society becomes a series of illustrative experiments in adapting University Extension teaching to American conditions. It is plain that if the Society can successfully solve these difficult problems it will render a great service to American education, making the introduction of the work throughout the country a matter of comparative ease. Every one interested in the ultimate success of this great movement for popular education should, therefore, to the extent of his ability, contribute to the support of the American Society.

To do this work efficiently will require large funds. The only sources of income at present are the fees of members (\$5.00 annual fee, \$50.00 life-membership fee) and the voluntary contributions of friends of the movement. You are cordially invited to become a member of the Society, and to present its claims to your friends and acquaintances who are, or should be, interested in the work.

The membership fee and all other contributions may be sent by postal order or draft on Philadelphia, or by draft on New York, payable to the order of Frederick B. Miles, Treasurer of the American Society for the Extension of University Teaching, Fifteenth and Chestnut Streets, Philadelphia.

UNIVERSITY EXTENSION.

A Monthly Journal, giving full information as to the methods and results of Extension teaching in all countries, with special reference to the development of the movement in the United States.

Yearly Subscription, \$1.50.

Single Numbers, 15 Cents.

Vol. I.—July, 1891, to July, 1892—will be issued in full black cloth binding at ONE DOLLAR. READY JUNE FIFTEENTH.

Address

UNIVERSITY EXTENSION,

15th and Chestnut Sts., Philadelphia.

Send for list of publications of The American Society.

WORCESTER'S DICTIONARY

Is the standard authority on all questions of orthography, pronunciation, or definition, and is so recognized by all the colleges of the country, by the principal newspapers and periodicals, and by such leaders of American thought as Phillips Brooks, Edward Everett Hale, George Bancroft, Oliver Wendell Holmes, Irving, Marsh, Agassiz, Henry, etc. Leading book-publishers recognize Worcester as the highest authority, and millions of school-books are issued every year with this great work as the standard.

WORCESTER'S SCHOOL WORCESTER'S NEW COMPREHENSIVE DICTIONARY.	WORCESTER'S NEW ACADEMIC DICTIONARY. DICTIONARIES.
---	--

Adopted and used in

New York City, Philadelphia, Boston, Cambridge, Chicago, St. Louis, Worcester, Lowell, Salem, Washington, and hundreds of cities and towns throughout the United States and Canada. Recently adopted for North Carolina, West Virginia, and Virginia.

WORCESTER'S NEW ACADEMIC DICTIONARY

Is designed especially for the use of the *higher schools and seminaries of learning*, but is well adapted in its scope and range to the needs of families and individuals.

The *distinctive feature* of the book is its treatment of the *etymology of words*. In no other work of its size and class (so far as is known to the editors) is there anything approaching it in fulness and completeness in this regard.

Printed from entirely new plates. 688 pages. 264 Illustrations.

WORCESTER'S NEW COMPREHENSIVE DICTIONARY

Contains a full vocabulary of 48,000 words. The design has been to give the greatest quantity of useful matter in the most condensed form, to guard against *corruptions in writing and speaking the language*, to adapt the work to the use of the *higher schools and seminaries of learning*, and also to make it a convenient manual for families and individuals.

Printed from entirely new plates. 688 pages. 577 Illustrations.

For sale by all Booksellers. Circulars sent on application to the Publishers.

J. B. LIPPINCOTT COMPANY,

715 AND 717 MARKET ST., PHILADELPHIA.

THE NEW
CHAMBERS'S ENCYCLOPÆDIA.

*New Type, New Subjects, New Illustrations,
New Maps.*

A COMPLETE DICTIONARY OF ART, SCIENCE, HISTORY,
LITERATURE, FABLE, MYTHOLOGY, BIOGRAPHY, GEOG-
RAPHY, ETC. HANDSOMELY ILLUSTRATED WITH MAPS
- - - AND NUMEROUS WOOD-ENGRAVINGS - - -

Eight volumes now ready. The two remaining volumes to be issued during 1892.

Price per vol. : Cloth, \$3.00 ; Cloth, uncut, \$3.00 ;
Sheep, \$4.00 ; Half morocco, \$4.50.

"Every article has been written with reference to the needs of readers of the present generation. Not only are latest discoveries in science, natural history, and archæology to be found in it, but matters of a purely temporary and, we might even say, local importance are, in many cases, very fully treated. A similar liberality is shown in the illustrations, particularly in the department of Natural History, the cuts in which are numerous, extremely well done, and well printed."—*N. Y. Critic*.

"'Chambers's Encyclopædia' is a publication that is entitled to every consideration as an educational factor."—*Philadelphia Ledger*.

"'Chambers's Encyclopædia,' in spite of the claims of other similar works, still continues to hold its own as a standard reference for the home or school. The new revision brings its articles well up to date, and introduces a large number of entirely new subjects. No expense has been spared in obtaining the co-operation of the best authorities in the special lines, and the result is a complete and comprehensive dictionary of useful knowledge. 'Chambers's' has an undisputed title to be considered one of the most accurate, reliable, convenient, and useful encyclopædias now on the American market."—*Boston Journal of Education*.

"All who are interested with respect to persons and places, questions of art and religion, politics and science, and who in these busy days are anxious to find the latest information on any subject lying ready to hand, should possess themselves of these volumes as they are published."—*Liverpool Mercury*.

Specimen pages mailed free to any address.

J. B. LIPPINCOTT COMPANY, Publishers,
715 and 717 Market Street, Philadelphia.

COMPLETE AND AUTHORIZED
— EDITION OF THE WORKS OF

WILLIAM H. PRESCOTT,

WITH NOTES BY JOHN FOSTER KIRK.

"Mr. Prescott was by far the first historian of America, and he may justly be assigned a place beside the very greatest of modern Europe. Compare what he has written with the most of what others have left on the same subjects, and Prescott's superiority beams upon you from the contrast. The easy flow of his language and the faultless lucidity of his style may make the readers forget the unremitting toil which the narrative has cost; but the critical inquirer sees everywhere the fruits of investigation rigidly and most perseveringly pursued, and an impartiality and soundness of judgment which give authority to every statement and weight to every conclusion."—GEORGE BANCROFT.

THE STUDENT'S EDITION,

Just issued, is intended to meet the increasing demand for such standard authors as are now required by recent courses in English in our leading schools and colleges. It is published in five volumes, with illustrations and maps that have appeared in other editions.

SOLD SEPARATELY, \$1.00 PER VOLUME.

"*THE CONQUEST OF MEXICO,*"

"*HISTORY OF FERDINAND AND ISABELLA,*"

"*CONQUEST OF PERU,*" and "*MISCELLANIES,*"

"*THE REIGN OF CHARLES V.,*"

"*THE REIGN OF PHILIP II.*"

PER SET:

CLOTH, \$5.00;

EXTRA CLOTH, GILT TOP, \$6.25;

HALF CALF, GILT TOP, \$12.50;

HALF CALF, MARBLED EDGES, \$12.50.

J. B. LIPPINCOTT COMPANY, Publishers,
715 and 717 Market Street, Philadelphia.

LIPPINCOTT'S

BY JOSEPH THOMAS,
M. D., LL. D.

BIOGRAPHICAL

DICTIONARY.

Bound in sheep, \$12.00 ;
half Russia, \$15.00.

*Memoirs of the Eminent Persons of all Ages and Countries, and
Accounts of the Various Subjects of the Norse, Hindoo,
and Classic Mythologies, with the Pronuncia-
tion of their Names in the Different
Languages in which they
occur.*

It is really a cyclopædia within itself, including every character that has strong claims to our notice, either from public notoriety or lasting celebrity, and from it may be gathered a knowledge of the lives of those who have made the world's history famous.

OPINIONS OF THE PRESS.

"'Lippincott's Biographical Dictionary,' according to the unanimous opinion of distinguished scholars, is the best work of the kind ever published."—*Philadelphia Ledger*.

"No other work of the kind will compare with it."—*Chicago Advance*.

"This work presents a very wide range of treatment, great compactness and perspicuity, wonderful accuracy, and a typographical execution that is absolutely perfect."—*N. Y. Evening Post*.

"There is nothing like it in the English language. . . . It may be fairly esteemed a credit to the age and country which have produced it."—*Philadelphia Press*.

TESTIMONY OF DISTINGUISHED SCHOLARS.

"In the judicious brevity of its articles, the comprehensiveness of its selections of topics, the nice exactness in matters of orthography and pronunciation, as well as for its admirable typography, it promises to take a very high place among our books of reference."—*From* PROFESSOR NOAH PORTER.

"It is a work which I shall be glad to possess, both on account of the fulness of its matter, and because the pronunciation of names, so far as it can be represented by the alphabet of our language, is given. The work will be a valuable addition to the books of reference in our language."—*From* WILLIAM CULLEN BRYANT.

"It is universal in fact as in name, doing like justice to men prominent in science, literature, religion, general history, etc. The author knows how to put a large number of facts into a very small compass, and in a manner remarkable for system, fairness, precision, and easy diction."—*From* PROFESSOR JAMES D. DANA, M. A., LL. D.

* * * For sale by all Booksellers, or will be sent by mail, post-paid, on receipt of the price by

J. B. LIPPINCOTT COMPANY, Publishers,

715 and 717 Market Street, Philadelphia.

READER'S REFERENCE LIBRARY

Ten volumes. Crown 8vo. Half morocco, gilt top,
in box, \$26.00.

Each volume sold separately, as follows:

BREWER'S HISTORIC NOTE-BOOK.

A Dictionary of Historic Terms and Phrases. Crown 8vo. Half morocco, \$3.50.

THE WRITER'S HAND-BOOK.

A Guide to the Art of Composition and Style. \$2.50.

BREWER'S READER'S HAND-BOOK OF FACTS, CHARACTERS, PLOTS, Etc.

\$3.50.

BREWER'S DICTIONARY OF PHRASE AND FABLE.

Giving the Origin, Source, and Derivation of Twenty Thousand Common Phrases. \$2.50.

BREWER'S DICTIONARY OF MIRACLES.

Imitative, Realistic, and Dogmatic. \$2.50.

EDWARDS'S WORDS, FACTS, AND PHRASES.

A Dictionary of Curious, Quaint, and Out-of-the-Way Matters. \$2.50.

WORCESTER'S COMPREHENSIVE DICTIONARY.

Revised, Enlarged, and Profusely Illustrated. \$2.50.

ROGET'S THESAURUS.

A Treasury of English Words. Classified and Arranged so as to facilitate the expression of Ideas and assist in Literary Composition. \$2.50.

ANCIENT AND MODERN FAMILIAR QUOTATIONS.

From Greek, Latin, and Modern Languages. \$2.50.

SOULE'S ENGLISH SYNONYMES.

A Dictionary of Synonymes and Synonymous or Parallel Expressions. \$2.50.

* For sale by all Booksellers, or will be sent free of expense, on receipt of price, by

J. B. LIPPINCOTT COMPANY, Publishers,

715 AND 717 MARKET STREET, PHILADELPHIA.

The main portion of these files covers President Harper's Administration and the earlier part of President Judson's, 1906-12.

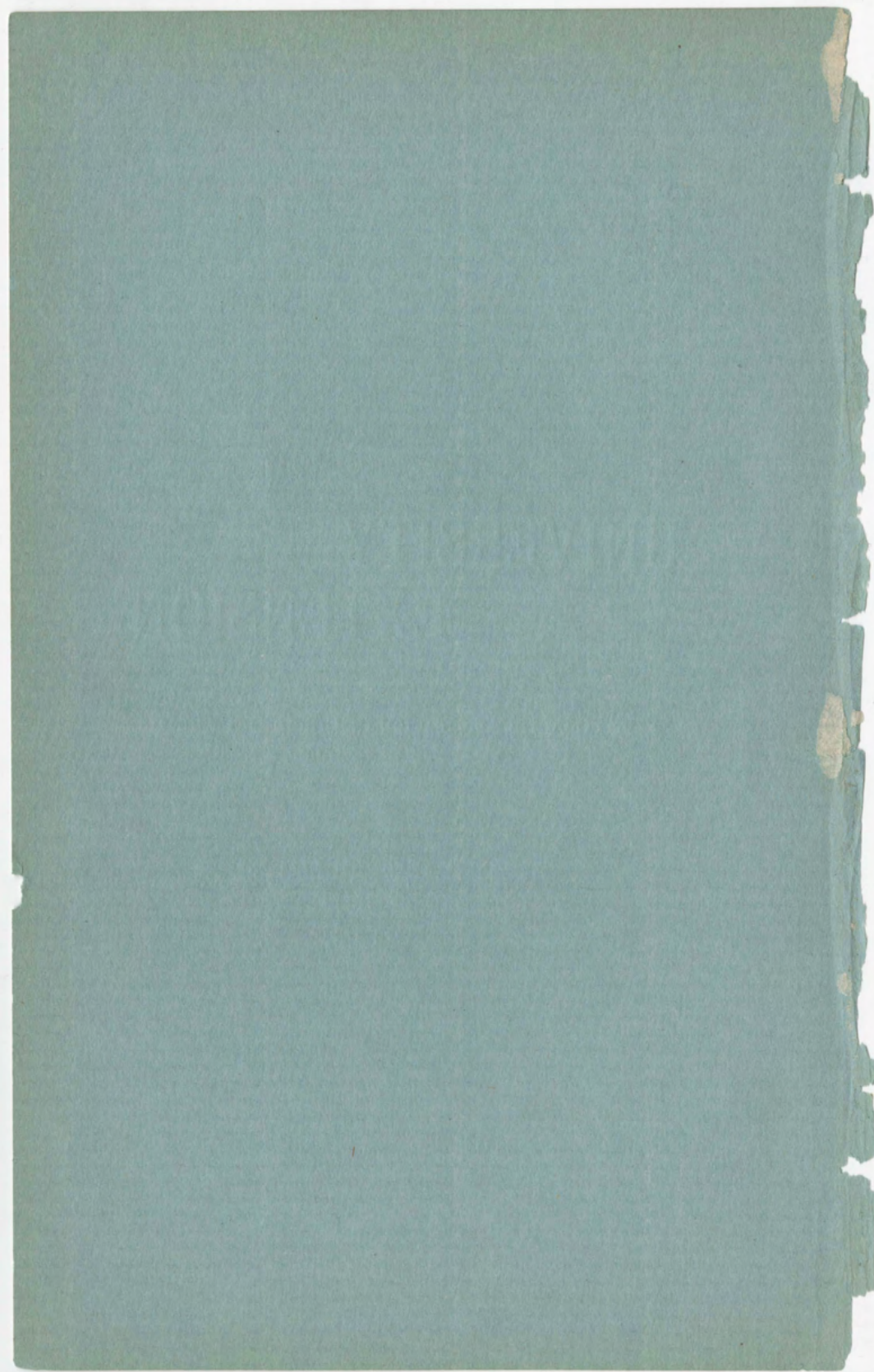
This blue sheet indicates that the letter to which it is attached belongs in the period 1912-1923 of President Judson's Administration, or in President Burton's Administration, 1923-1925.

The main portion of the file is a report submitted by the
Administration and the Council of the University of California,
this file also contains the report of the Council of the
University of California and the report of the Council of the
University of California, in its various branches and divisions.

UNIVERSITY EXTENSION.

ESPECIALLY ITS APPLICATION IN CINCINNATI AND ITS
FUTURE INFLUENCE UPON COLLEGES AND
UNIVERSITIES IN CITIES.

BY W. O. SPROULL,
UNIVERSITY OF CINCINNATI.



UNIVERSITY EXTENSION,

ESPECIALLY ITS APPLICATION IN CINCINNATI AND ITS
FUTURE INFLUENCE UPON COLLEGES AND
UNIVERSITIES IN CITIES.

BY W. O. SPROULL,
UNIVERSITY OF CINCINNATI.

WRITTEN FOR THE OHIO COLLEGE ASSOCIATION. THE SECOND
PART ALSO READ BEFORE THE NATIONAL CONFERENCE
ON UNIVERSITY EXTENSION HELD IN PHILA-
DELPHIA, DECEMBER, 1891, AND PUBLISHED IN ITS PROCEEDINGS.

1892.

UNIVERSITY OF PENNSYLVANIA

DEPARTMENT OF THE ANTHROPOLOGY IN HISTORY AND
ARCHAEOLOGY OF PENNSYLVANIA
UNIVERSITY OF PENNSYLVANIA

UNIVERSITY OF PENNSYLVANIA
DEPARTMENT OF THE ANTHROPOLOGY IN HISTORY AND
ARCHAEOLOGY OF PENNSYLVANIA

UNIVERSITY OF PENNSYLVANIA
DEPARTMENT OF THE ANTHROPOLOGY IN HISTORY AND
ARCHAEOLOGY OF PENNSYLVANIA
UNIVERSITY OF PENNSYLVANIA

University Extension.

BY W. O. SPROULL, UNIVERSITY OF CINCINNATI.

This paper will treat of the object and workings of University Extension at the present time, of its special application in Cincinnati and of its future influence upon the colleges and universities in cities.

University Extension is an earnest and systematic effort to bring within the reach of all the opportunities of a higher, even of a college education. It aims, moreover, to give those who have enjoyed a college education, facilities to continue their studies under proper guidance. To accomplish all this, the wishes of the student are consulted as to time, place and other circumstances, without the requirement of preliminary examinations. The college makes no such concessions, but demands that all come to it at set hours during the day and that the whole time be given up to study with the pre-requisite that the student must have received a preparation, minutely outlined. The conditions made by the college are so many and so exacting, one might think the object were to keep away, not to attract the youth. There are great numbers of persons, far exceeding the total enrollment of students, who can not comply with these conditions and yet are eager for intellectual development. For these the college makes no provision. University Extension, however, proposes to work carefully this field so long neglected. It is well to mention here one respect in which this movement differs from previous efforts of a somewhat similar nature. Those who teach are not lyceum lecturers, but specialists in their own departments; in most cases,

college professors. Their object is not to entertain, not so much to impart knowledge as to educate, to encourage and stimulate students to think, study and investigate for themselves. Where the body of students, or center as it is called, is composed of those in youth, middle age and even old age, differing perhaps as widely in mental ability, there can not be the same scientific treatment of a subject, as where the center is made up of those who might be called graduate students.

Of the different organizations in the United States for University Extension, those having the greatest influence and best known are: the two in New York and the "American Society for the Extension of University Teaching" of Philadelphia. Chautauqua University is also making arrangements to have its circles and unions conform to the University Extension plan. The President of the New York Society for "University and School Extension" is James W. Alexander of Princeton. Under its auspices, series of lectures have been delivered in New York and Brooklyn by professors of Yale, Harvard, Columbia and Princeton. At the head of the other association in New York is Melvil Dewey, State Librarian. New York is the only state that has a department created and maintained by statute, to encourage and promote higher education. This was the conception of Alexander Hamilton, who called the federation of all the colleges and academies, "The University of the State of New York." The regents of this university will co-operate with communities desiring new facilities for higher education and will supply the necessary printed matter, lend small libraries, furnish lecturers with illustrative material and in all proper ways help those who are helping themselves. The central office is at the capitol. The legislature appropriated unanimously \$10,000 for administrative expenses.*

On the 19th of Nov., 1890, a public meeting was held in Philadelphia presided over by Provost Pepper of the University of Pennsylvania and addressed by Professor Moulton of Cambridge, one of England's most enthusiastic extension workers.

*University Extension in New York by Melvil Dewey in "Book News," May, 1891.

This was the first great impulse and led to the formation of the American Society, of which Provost Pepper is Honorary President and Professor E. J. James, Active President. Although this organization has been fostered by the University of Pennsylvania, it has no official connection therewith. The Society carries on its mission by the Branch and Center. The Branch organizes a faculty of lectures, arranges courses of study, forms centers and attends to the business details, within certain geographical boundaries. A Branch may be formed by those members of a College Faculty interested in the movement uniting and electing a chairman, a secretary and a treasurer.

The soul which aminates all and for which all the rest exists is the center. In many communities, there are persons having a desire to prosecute some study in a scientific manner and to keep abreast with the times, not by desultory or haphazard reading, but under proper supervision. This desire needs to be called into activity and it is the duty of the Branch to find out the best persons to effect this by means of an organization ; for each center elects its own officers and has control of its own affairs. A subject is then selected for a unit course of lectures, which in America consists of six, in England of twelve. The American Society furnishes outlines, or syllabi, that greatly help to make this selection.

The expenses of the center are : the lecturers' fees and incidental expenses, such as hall-rent, and printing. The average cost according to the Secretary of the American Society, is *one dollar and twenty-five cents* for each person, attending a unit of six lectures. The expenses are met by the single subscribers, by those who take a number of tickets for distribution, by subscriptions, with or without a guarantee fund. The maximum cost to a local center is, according to the same authority, as follows :

Lecturer's fees for a unit course with seventy-five copies of the syllabus.....	\$130 00
Hall and printing.....	25 00
Total	\$155 00

This does not include either traveling expenses for centers at a

distance, or cost of illustrative material. This estimate is too high. The lecturer's fees should not exceed \$100 and a place for meeting can often be procured for nothing.

No inflexible rules could be laid down for lecturers to follow. The work, however, is usually carried on by the following means: the lecture, the syllabus, the written exercise, the informal class meeting and the examination. The lecture is the formal treatment of the subject and is but one of six treating thereupon. The syllabus is an outline of the course with an analysis of each lecture, containing questions and topics for discussion, also books of reference for collateral reading. These references should be specific, giving volume and chapter. The exercises students write at home on the questions or topics of the syllabus or on others that may be suggested and send them to the lecturer. Each evening, before or after the formal lecture, one hour is devoted to the informal class meeting, at which the written exercises are discussed and a free interchange of opinion follows. Great importance is attached to this informal hour, or class as it is called.

In England the universities conduct the examinations. Cambridge will give the status of second year's men to those who have pursued to the satisfaction of lecturer and examiner a series of unit courses with proper sequence of topics, embracing twelve unit courses, or three extension years. An extension year is the period from October to May, divided into two terms.

During the season of 1890-91 the Philadelphia Branch of the American Society organized *twenty-three* centers with an attendance of nearly *sixty thousand* persons. Since that time the number of centers has increased to *forty-four* with a corresponding addition to the membership. The courses embraced English Literature, History, Chemistry, Electricity, Botany, Zoology, Higher Mathematics, Psychology and Astronomy.

Throughout the country centers are springing up everywhere. Although most of these will prove ephemeral, nevertheless there will remain many earnest and persistent workers, always few compared with the spasmodic enthusiasts. Moreover

a sentiment favorable to higher education will be created that will act powerfully upon the youth.

UNIVERSITY EXTENSION IN CINCINNATI.

The first steps taken by the University of Cincinnati toward University Extension were in the Spring of 1889, at which time a course of seven lectures was given on Saturday mornings. These were a close and careful treatment of some subjects in the lecturer's line of work. The titles were:

The Relations of Common Schools to the College.....	President J. D. Cox
Flowers and Insects, a Strange Partnership.....	Professor C. L. Herrick
The Education of the Roman Youth.....	Professor W. O. Sproull
Electricity as an Agent of Light and Motive Energy.....	Professor Thomas French, Jr.
Ethics and Evolution.....	Professor W. R. Benedict
The Metal of the Future.....	Professor T. H. Norton
The Study of English Literature in School and College.....	Professor J. M. Hart

In 1891 three public courses were given, one in the University Building on Saturday mornings and one each in the Bellevue (Ky.,) and Newport High Schools. The subjects of the University course were:

Terrestrial Tides, the History of the Moon.....	Professor H. T. Eddy
The Opera, an Outgrowth of the Greek Drama....	Professor W. E. Waters
The English Play of Doctor Faustus.....	Professor E. M. Brown
The Evolution of Brains.....	Professor C. L. Herrick
An Old Master.....	Professor W. R. Benedict
The Influence of the City and the Township upon the Development of Constitutional Government.....	Professor P. V. N. Myers

The courses in the other places were on subjects of a similar nature. There are three things here worthy of note: first, the lectures were neither on so-called popular subjects nor treated in a superficial manner; second, they were, notwithstanding, exceedingly well attended; and third, there was a large number of teachers present. This last fact proved most significant and made the University Extension work in Cincinnati unique. Towards the close of the last academic year a committee consisting of C. M. Flowers, Principal of Norwood High School; E. W. Weaver, Principal of Bellevue (Ky.) High School; and A. J. Willey, Principal of College Hill

High School, representing principals and teachers of the city and suburbs, made a request of the Faculty of the University of Cincinnati that collegiate courses of instruction be given on Saturday mornings. The Faculty could not at that time undertake the work officially, but left it to the professors individually. Accordingly the following courses were offered:

Lectures on Experimental Chemistry	Professor Norton
Mediaeval and Modern History	Professor Myers
A Critical and Exegetical Study of Horace	Professor Sproull
Analytics	Professor Hyde
Trigonometry and Mechanics	Professor Baldwin

Each course was to consist of thirty lectures at a tuition fee of ten dollars a course, the proceeds to be expended as proposed by the professors in charge, on the libraries of the departments represented. There were but few opportunities and little time to give these courses the necessary publicity, nevertheless *seventy-two* were enrolled, consisting of principals, teachers and others of mature years, besides those present on visitors' tickets. At the end of the courses voluntary examinations will be held and certificates given, signed by the examiners. From this statement it will be seen that the Cincinnati idea of University Extension is to *extend the University*, especially for the benefit of teachers.

The direct benefit of these classes is very great both to those who are taught and to the instructors. The work of teachers in our schools is so varied and consists of so many details, together with the strain of exercising discipline, that they have neither the time nor are they in the proper mental condition to become specialists. No text-book, and especially in science, can be for a long period up with the times. The Germans recognize this fact; for a text-book has been scarcely published, before the author is at work on a new and revised edition. With us the rule is to stereotype the book at once as if no advance were possible for years, and to publish it until the plates are worn out. Discoveries recorded in periodicals and journals rapidly put the best text-books into the back-ground, and these discoveries can be watched and noted only by the

specialist. Even excellent editions of the classics fail in a few years to meet the demands of the scholar. The discovery of a manuscript, the critical examinations of texts, the investigations of grammatical and lexical questions, and the flood of light thrown upon Greek and Latin authors and antiquities by archæological researches—in a word all that pertains to a study of the Greeks and Romans in every phase of life receives new contributions daily which can be found only in the current literature. Teachers can not keep up with this, on account of their many duties. If they had, furthermore, the leisure, how many schools, even high schools, are supplied with periodicals and journals for specialists? By means of these Saturday classes, the teachers come into close contact with those whose duty it is, and whose endeavor it should be, not only to know what each day brings forth in their own lines of work but also to contribute thereto. The writer speaks now of his own experience. In Latin, a course in Horace had been offered, but the teachers requested this be preceded by a course in Vergil. The *Æneid* is discussed critically and exegetically, accompanied with a careful translation into idiomatic English; collateral reading on Latin Literature, Roman Antiquities Classical Mythology and especially on the author read is marked out and commented upon. The effect is magical. Some of the teachers had gone over the first six books again and again but, as one said, they are reading Vergil for the first time. The work had become dry and ceased to have any interest for them. Now it has all the freshness of a new author.

What effect has it upon the instructor? What effect must it produce upon any professor devoted to his calling, to have before him a body of teachers who give up their Saturday mornings to the class-room, their spare moments during the week to preparation? If he need a spur he has it. Nothing could awaken more enthusiasm in him and a greater desire to do his utmost, than so many adults who are themselves instructors but are eager to learn and ever on the alert. It acts as a mental stimulant with lasting and only good results. This is the testimony also of the writer's colleagues.

How great is the indirect benefit? Of these seventy and

more students over fifty are teachers. Each teacher comes into daily contact with at least thirty scholars. Thus a class containing fifty teachers is representative of *fifteen hundred* scholars, a larger number than is enrolled in most of our colleges. Moreover faculties complain, oftentimes unjustly, of the training in preparatory schools. By such classes they can in a great measure remedy this and indirectly instruct the youth during all the preliminary studies.

The community is alive to the importance of this movement. The Union Board of High Schools of Cincinnati has appointed a committee of conference to have additional courses established. Members of the Board of Education are discussing the question in behalf of teachers in the common schools.

The following extract is taken from the University Extension Magazine for December, 1891. It is part of an article that appeared in the *Cincinnati Times-Star* of October 22d: "Every Saturday between sixty and seventy earnest workers gather at the University for these (extension) classes. As yet the work is only in its beginning. This movement promises to be a telling force in educational affairs. Next year with further experience the work done will be an improvement upon that of this year. In this way the influence of the University will go radiating out through the community. The professors engaged in the work combine enthusiasm, zeal, tenacity of purpose, sound judgment, and more devoted and determined students can not be found. Cincinnati may not be aware of the fact, but it is nevertheless true that since the organization of the school system, University Extension work is the most important step taken in the interest of higher education. It broadens the field of work and offers the opportunity of a liberal education to hundreds of those to whom fate in youth has denied it." It may be added the whole tendency of the Cincinnati movement is to systematize and unify the entire plan of education and to bring all the teachers into sympathetic and helpful relations. Next year there will be offered additional courses to teachers and others of mature years, and arrangements will be made so that those not ready for college work can receive the preliminary training

elsewhere under competent instructors. If it were possible, centers would be organized, in response to requests already made, in the city and vicinity.

UNIVERSITY EXTENSION'S MOST IMPORTANT SERVICE.

The great good accomplished by University Extension in its practical workings, at the present time, is not its highest merit. This movement is performing a much greater service by indirectly showing how little relatively the colleges and universities are doing, and by forcing them to inquire wherein they have been derelict. Consider the wealth and facilities of these institutions and then look at the vast numbers, as is proved by University Extension, that long to enjoy these advantages, but can not; for the doors are barred to them by so many restrictions and conditions. According to the Report of the Bureau of Education for 1888-9,* the Colleges of Liberal Arts have an invested capital of \$122,638,681 (not including the value of 3,716,625 volumes) with a total income of \$8,293,444. The number of graduates was about 7,500. This does not include all who were benefited, but since a college maps out lines of work that can be completed only at the time of graduation, the number of graduates must be taken as a measure of efficiency.

HOW TO INCREASE THE USEFULNESS OF COLLEGES AND UNIVERSITIES.

Wherein colleges and universities situated in cities can accomplish more will now be answered.

All colleges impose at least three conditions upon an applicant. First is the condition of an *entrance examination*. Second is the condition of *place*, instruction is given only within their walls. Third is the condition of *time*. That is, instruction is confined to nine months in the year, and moreover, to daylight. No provision is made either for those who could attend only during the summer months, or for those who, en-

*The writer wishes to express his thanks to Dr. W. L. Harris, for advance sheets of the Report for 1888-9; also to Prof. Coy, Principal of Hughes' High School; Prof. Harper, Principal of Woodward High School, Cincinnati, and to Prof. Weaver, Principal of Bellevue (Ky.) High School, for statistics and suggestions.

gaged during the day, have ample leisure in the evening. It is this third condition that should be done away with, not in the case of regular students, but in the case of those whose circumstances will not enable them to comply therewith. President Harper, of Chicago University, has made a great advance in this direction. That institution will carry on its work during the whole year, thus gaining one-fourth more time and extending its facilities to more classes of persons. This example will be followed by every progressive college, where a demand for summer instruction exists. These courses must be complete in themselves, adapted both for under-graduate and graduate students who cannot attend during the other nine months, and must, if desired, lead to degrees.

COLLEGE COURSES IN THE EVENING.

Another innovation is proposed, namely, that evening instruction, consisting of full courses in under-graduate and graduate studies, be offered by colleges and universities situated in cities.* This instruction, although essentially the same as that given during the usual hours, should be independent of it, and be restricted to the students of the evening classes. There is an element of justice in demanding this of city institutions receiving State or Municipal aid. In 1888-9, the Colleges of Liberal Arts received such aid to the amount of \$1,326,295; and as far as the writer knows, there is not one where he who works by day can prosecute college work at night.

SOURCES OF EVENING CLASSES.

Students for these evening classes would come from the following sources:

First. Of the graduates of the Cincinnati High Schools (and the same is doubtless true elsewhere), there are every year those both qualified and desirous to enter college, but circumstances compel them to earn or help to earn their own living. The sacrifice made by parents cannot be continued any longer. Professor Coy, Principal of the Hughes High School, thinks

*The imparting of collegiate instruction in the evening was advocated first by the writer in the *Cincinnati Courier*, June, 1890. It is most earnestly insisted upon in the *London Academy*, Dec. 26th, 1891, by J. Spencer Hill, Hon. Treasurer, Chelsea University Extension Centre.

this would include from twenty to thirty per cent of each graduating class, which last year numbered in both schools *one hundred and sixty-six*.*

There are also those who had time, opportunity and, perhaps, every encouragement to go to college, but not the inclination, and who would now like to rectify their mistake. Moreover, many college graduates would continue their studies if they could perform the class-room work in the evening.

Second. There is a large number of students who attend college one year or more before engaging in their professional studies. Every professor knows that the element of time has great weight with these. Their professional schooling, deferred until after graduation, would make their start in life too late, and, in addition to this, there may be again financial reasons. By such students some collegiate studies could be carried on in the evening, and especially for a few years after the completion of their professional course. The Colleges of Liberal Arts had in the college department during 1888-9 57,121 names enrolled, but the graduates numbered less than one-seventh of the entire enrollment.

Under this head are included those students from different parts of the country in attendance upon professional schools in the cities, who are competent and who would gladly take a partial or complete college course. In Cincinnati there are more than *two thousand* students at the professional schools.

TEACHERS THE PRINCIPAL SOURCE.

Third. The principal source would be from the body of teachers, mainly of our common schools. There are within reach of night classes at the University of Cincinnati *fifteen hundred* teachers. Nearly all of these have received a high school training—for this is one condition of appointment to a position in the common schools. Judging from the success of the Saturday classes, and according to the opinion of teachers who have carefully considered the subject, at least *two hundred* teachers would matriculate in evening classes if an opportunity

*The Cincinnati High Schools prepare students for entering without conditions the B. S., the B. L., or the B. A. course of any institution.

were offered and the university building more accessible. There are from twelve to fifteen cities having colleges where the average prospects for such classes would be as good as in Cincinnati.

From all these sources the night enrollment would be in many cases greater than the day attendance. These classes would be composed of students coming of their own volition, who, by their presence under such conditions, would show their appreciation of a higher education.

It is, however, the common-school teacher who should be kept in view. Educators have failed to set a proper value upon her influence (for they are mostly females) in shaping the future of the youth. Her personal influence is far greater than the subject matter of her instruction. Her dictum has with the child often the force of an oracle. She meets the boy at that age when he is willing to give up all higher aims for a chance to make money, and the girl when, ignorant of the true source of happiness, she longs for the gayety and frivolity of society. In elementary education this personal element of the teacher weighs more than at any other stage. The relative effect of the subject matter and the teacher's personal influence approach each other as the child grows older, until they occupy reversed positions. The professor usually makes little impression upon the student in comparison with what he teaches. The common-school teacher is consequently not the least but the greatest factor in outlining the child's destiny. She should, therefore, have the greatest intellectual breadth. It would not do to demand that the teacher in the under-schools have a college education as a condition of appointment. The salary is so small that it would be unfair to require of her four years more of preparation with no increase in compensation. By means of night classes let such teachers be given an opportunity to acquire that knowledge, breadth of intellect and mental discipline they so much need. In some places the high-school teachers are chosen from those in the common schools, but these, under the present system, have not only not advanced but must have forgotten much they had

learned.* On the other hand, several years' experience in teaching, combined with a college education, will admirably qualify them for their new positions.

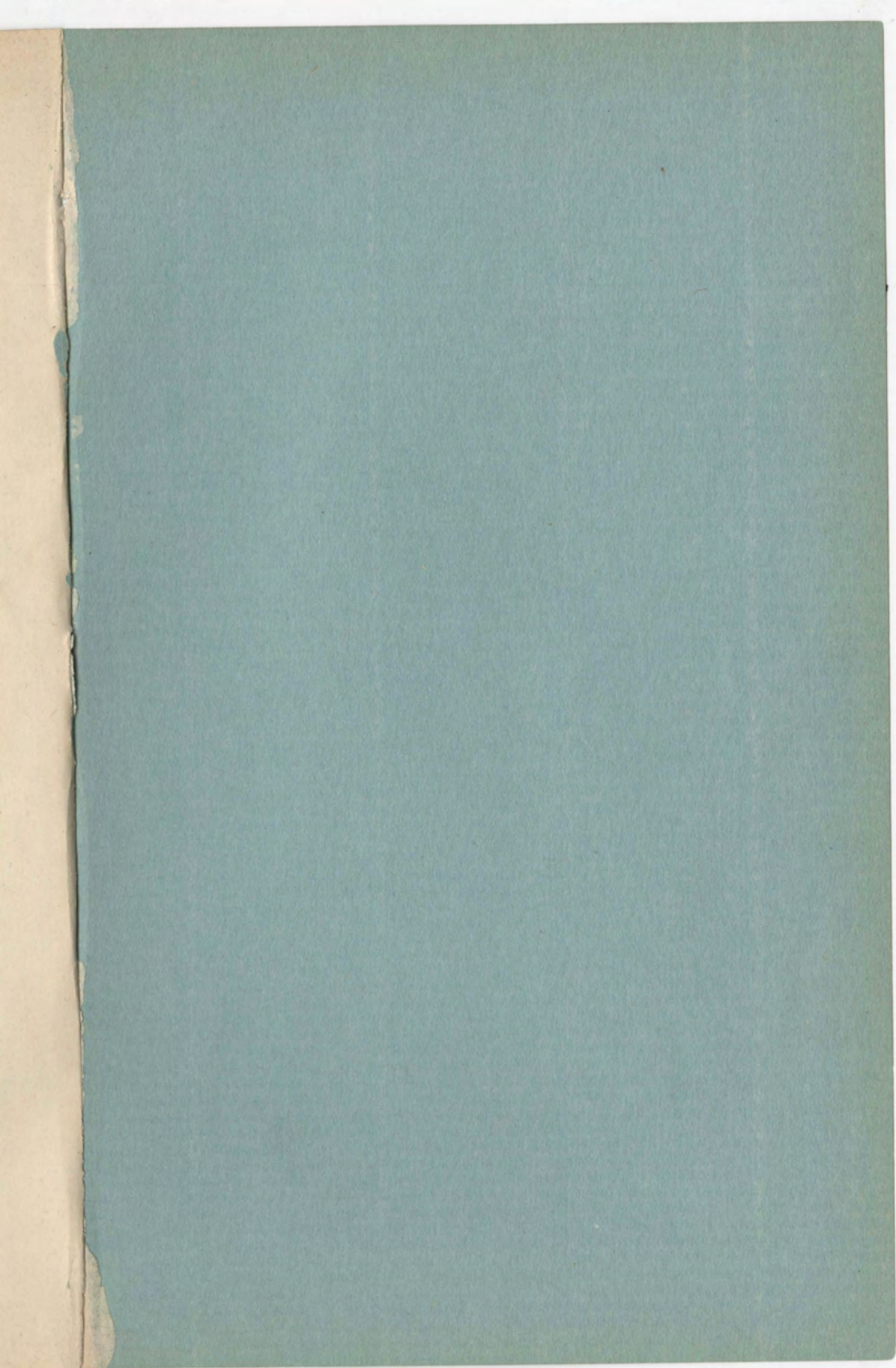
City institutions could accomplish in this way an immense amount compared with the additional expense. The same buildings, grounds, apparatus, and libraries would do for day and evening classes alike. The faculty of any institution undertaking this work would have to be correspondingly increased, but this new outlay would be small in comparison with the greater use to which the invested millions would be put.

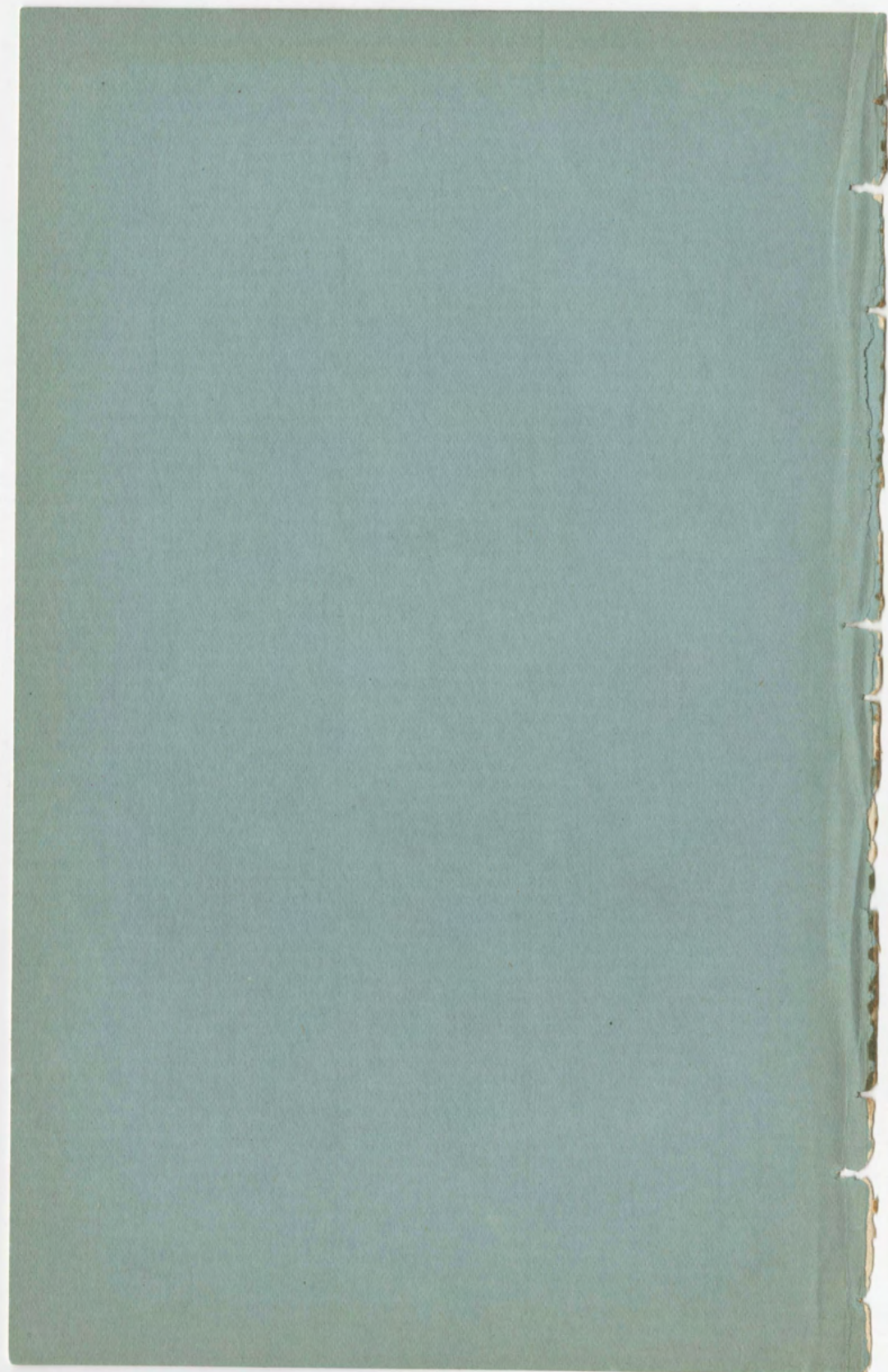
It is not claimed that those attending evening classes could go over the ground as quickly as those who do nothing but study. This, however, is not necessary. Lengthen the period to five or six years, or, better still, let the condition for graduation be the amount and quality of work done. Inasmuch as many of the most ardent friends of University Extension are found in the faculties of city institutions, these might be gradually led to introduce such an innovation.

If the college or university will provide for those within its reach who can meet all but the condition of time, University Extension will still have a large constituency, composed of those who can not comply with the conditions of preliminary education and place. By way of summary these questions are asked:

Do those high schools that are taught by college graduates send the largest number of students to college? Do those common schools in which the teachers are graduates of college send the largest number of pupils to the high schools? If these questions be answered affirmatively what follows? Give the common-school teachers the opportunity to secure a college education by abolishing for them, as well as for the other classes mentioned, the condition of time, both as to when and as to how long they must study to secure this end. Throw open the doors of colleges and universities, at least in the cities, not only the year round by day but also by night. If University extension brings this about it will have done more for higher education than any other movement of this century.

*The Cincinnati Union Board of High Schools has adopted a rule that newly appointed teachers in the high schools must hereafter be graduates of some reputable college or university. This rule is not to apply to those already possessing high school certificates. This great advance was brought about by the University Extension work.





THE UNIVERSITY EXTENSION LECTURER.

BY
EDMUND J. JAMES, PH.D.,
President of The American Society.

*[Reprinted from the Proceedings of the First Annual Meeting
of the National Conference on University Extension.]*

PHILADELPHIA :
J. B. LIPPINCOTT COMPANY.

1892.

"The complete work ought to be not only in every library, but in every school in which English literature is taught."
—*New York Nation*.

. Supplement to

Allibone's Dictionary

. of English Literature and British and .
. American Authors

By JOHN FOSTER KIRK.

Two volumes. Imperial 8vo. Nearly 1600 pages. Cloth binding, \$15.00; sheep, \$17.00; half Russia, \$20.00; half calf or half morocco, \$22.00.

"We have no hesitation in declaring our conviction that it is by far the most satisfactory work of the kind with which we are acquainted. It is ample in its information; it is accurate to a degree very rarely attained; it is catholic as to the persons included; and it is, with all this, eminently readable."
—*London Saturday Review*.

"Mr. Kirk's volumes contain not only the results of the years of painstaking labor directed to the task in hand, but also show the work of a life spent in literary studies, and that scholarship of the very highest order of excellence has been used in perfecting and completing a book that is now more than ever valuable to every one who needs a reference handbook for the names and works and life of all who have contributed to the vast stores of English literature."—*Philadelphia Public Ledger*.

. . Allibone's Dictionary and Supplement . .
Complete in Five Volumes.

The entire work containing the names and history of over 83,000 authors. Cloth, \$37.50; sheep, \$42.50; half Russia, \$50.00; half calf, \$55.00; half morocco, \$55.00.

"It can hardly be doubted that Allibone's Dictionary of English Literature and British and American Authors, taken as a whole, embracing as it does in its original three volumes the names of over 46,000 authors, and in its Supplement those of 37,183 authors—with notices of their several hundred thousand books—will long remain without a rival as a bibliography of the literature of the English tongue."—*Boston Literary World*.

"No dictionary of the authors of any language has ever before been undertaken on so grand a scale. For convenience and trustworthiness this work is probably not surpassed by any similar production in the whole range of modern literature."—*New York Tribune*.

J. B. LIPPINCOTT COMPANY,
. Publishers

715 and 717 Market St., Philadelphia.

. For sale by all Book-sellers, or will be sent, post-paid, on receipt of the price.

THE UNIVERSITY EXTENSION LECTURER.

It is, of course, an idle matter to spend time trying to decide which, of a number of elements in a given combination, is the more necessary when all of them are really essential. It is like trying to decide which is the more important part of a pair of shears. In this University Extension work, there are several elements, each of which, however insignificant it may appear, is at bottom really essential to produce the desired result. But, certainly, among them all, no one is of more fundamental importance than the University Extension lecturer himself, the man who actually does the work for which all the rest of the machinery exists, the man upon whom the successful working of the machinery depends to a larger extent, perhaps, than upon any other individual in the whole system, the man without whose continuous and devoted attention University Extension will accomplish but a very small portion of the sum total of the good which lies within its possibilities. So, while we cannot say that it is of more importance than any other element, yet it is certainly essential to the system. It naturally acquires a certain prominence in our consideration by the very numerous points of contact between it and all the rest of the work of the system. So, on this occasion, I feel that we can certainly well devote a very considerable portion of our time to a study of what the University Extension lecturer should be and what he should do.

We rely, in the first place, of course, upon the lecturer to prepare the course of lectures, to prepare the syllabus used in connection with it, to deliver the lectures, to prepare the questions for paper work, to set the lines along which the paper work must be done, to criticise the papers and, finally, to conduct for his part an examination of his own work. Let us then look first

at the lecture itself. What should the University Extension lecture be? An analysis of the circumstances under which it is given, of the audience to which it is given, and of the results which may be fairly expected from it under favorable conditions, will give us at least some of the more important points to be considered in connection with it.

I think we may say, in the first place, that the University Extension lecture cannot be the sort of lecture which is given to college students. We may lay it down, I think, as a fundamental principle that the educational problem involved in University Extension is, at bottom, a very different one, after all, from that involved in university instruction itself; or, at least, that so many of the incidentals connected with it are so different from those connected with university instruction as to make it essentially a different thing. So fully has this been recognized by the more thoughtful men who have taken part in the University Extension movement and who have given thought to its possibilities and its circumstances that many of them have maintained that the expression University Extension, itself, is an entirely misleading one, and ought to be discarded for a more appropriate term. I shall not go so far as this, for I think the question of nomenclature, while having a certain importance, is not by any means fundamental. I think, moreover, that the term University Extension has acquired a certain right to be applied to this particular sort of education. And yet it may well be worth our while to call our attention to the fact that the problem after all is different from that involved in university instruction from several different aspects.

In the first place, the university lecturer who comes before an audience of university students knows what to presuppose in the way of previous training. He knows, pretty exactly, if he is a thoughtful and observant man, the general grade of maturity which has been reached by his audience. He knows what they have studied and how thoroughly, on the whole, they have pursued their studies, so that he is able to take up their education, so to speak, very directly and immediately where he finds it and to continue it in connection with the subject which he has in

hand. The University Extension lecturer, on the other hand, has a very different condition of things to meet, in this respect. His audience, while made up, as a rule, of people who are interested in the work and are interested in improving themselves intellectually and æsthetically, is yet a mixed audience. It consists of people of various ages, of old and young, of people of different sexes, and, often, of different nationalities, and, what is more important than all, of people of very different degrees of education and training. The University Extension lecturer, therefore, can suppose, one might almost say, next to nothing in regard to the knowledge and training of his audience. He is in very much the same position as the clergyman who comes before audiences made up on very much the same lines as those of the University Extension lecturer; and certainly no one who has studied the problem would doubt, for a moment, that the clergyman's problem, so far as it is educational, is fundamentally a different one from that of the university professor. Those of you who have busied yourselves especially with the pedagogics of college and university courses, are fully aware how carefully and closely, as a result of centuries of development, our educational system has been knitted together. You will very often hear a professor, for example, say it is impossible to teach Greek to a boy who has not studied Latin. You will hear a professor of Assyriology say it is impossible to teach Assyrian to a boy who has not studied Hebrew. What he means, of course, at bottom, is not that it is actually impossible to do so, but that he, by his whole training and by his whole previous education as a pupil and a student and a teacher, has got thoroughly into the habit, in his presentation of Greek and Assyrian, of presupposing a knowledge of Latin and of Hebrew. So, it has not been so very long since men maintained that, in order to teach English literature, a knowledge of Latin and Greek, on the part of the people, was essential; and, of course, to a certain method of teaching, that is undoubtedly necessary and, perhaps, to accomplish certain specific results in the widest and broadest sense it may always be necessary; but no one would claim that English literature, to-day, cannot be taught and well taught to people who have little or no knowledge

of the classical languages. Now, if university and college men find it so difficult to adapt one or another element of the traditional curriculum to some other condition than traditional conditions, how much more difficult the problem, and how different, in some respects, must the problem be, when he is thrown entirely out of these ruts and placed face to face with the pressing problem as to what he can do, from an educational point of view, with an audience in regard to whose training and scholarship he can make none of these presuppositions, to which he has always been used in the case of college students.

There is another condition to my mind almost as important as that which I have just described, and which serves to distinguish very particularly the possibilities of the work in University Extension from those in college and university work itself, and that is the length of time at the disposal of the university lecturer and the University Extension lecturer respectively to produce their various impressions. Real education is a result of time as well as of effort. The time element in education is almost as important, if not quite as important, as in economics; where it forms the fundamental element in the conception of capital. You cannot secure culture and training, you cannot secure those specific things which we connect with the idea of a liberal education within a brief period, no matter how great the effort the individual may put forth. It takes time, in other words, to educate the human being. It takes time to educate and discipline along intellectual and æsthetic as well as along moral lines. Not even the warmest believer and adherent of the momentary and sudden revolution in character which may come from religious conversion has ever maintained that anything more can be accomplished than a mere facing about of the individual, a turning of the mind and thought and action from one direction to another. Moral culture can only come as the result of time, of long-continued as well as of vigorous effort. So the university man has, under ordinary conditions, certainly in our modern institutions of learning, whatever may be true of their English counterparts, a certain length of time, a certain period, during which he has his audience directly and imme-

diately under his control. If he does not succeed in making an impression the first hour, he can take the second hour to present the same thought in a different way. He may take a third hour, if necessary. If he does not succeed in doing in it one week, he can take a second week or a third week. If he does not accomplish it in one month, he can take a second month or a third, or even a fourth or fifth. He can make a study, to a certain extent, of the individual students he has before him and with whom he comes in contact and adapt his work, to a certain extent, to the wants of individual members of his class. The University Extension lecturer has not the same advantage. He can meet his audience for a dozen times, or, as experience shows, perhaps twice that often, in a given subject within a given year; but experience, both in England and in this country, shows that we cannot hope to get hold of the same audience on the average for more than a dozen times for the presentation of a certain subject; or, under very favorable conditions, for more than twenty-four or twenty-five times. The cases in which more than this can be accomplished, at least at present, are rare, and I am inclined to think, from my observation of the circumstances, are likely to continue to be rare for some time to come. The Extension lecturer must, therefore, face the problem of getting a certain number of points before an audience, which he meets, say, once a week for a period of twelve or eighteen weeks. The mere statement of the case shows how different the problem involved in the University Extension lecturer's work and in that of the university lecturer.

There is another side in which the work of the two men is very different. The university lecturer has before him, presumably, a set of men or boys who are giving their entire time and attention to the work laid out and required by the college or university. They are supposed to be giving themselves up completely to this educational process which is involved in the curriculum of the institution of learning which they are attending; and, if the claims of society and of athletics or of indolence are sometimes too great to allow the actual realization of this pre-supposition, yet, on the whole, the university lecturer

may fairly count on the bulk of the time of his students being devoted, if not to his work, at least to the general university work of which his branch forms a part. The University Extension lecturer, on the contrary, has before him a class of people in whose lives his work forms—even if it become what we hope to make it—a permanent feature, yet, after all, only one element and, perhaps, as far as time and attention are concerned, by far the smallest of several elements which enter into combination to make up the life of the individuals composing his audience. He finds there the busy man who gives the bulk of his time and attention during the day to the speculations on the street or the working of his factory or the manipulations of politics. He finds the woman whose chief attention is absorbed by her household duties, by her charitable works, by her religious offices. He finds the young man or woman, or the boy or girl whose day is spent in the shop or counting-house or the factory, and who, therefore, under the most favorable conditions with the greatest desire in the world to accomplish something valuable and definite, can only give a modicum of his time to this particular work, and, even if we succeed in making by our University Extension movement in alliance with all the other educational movements of the time, education a serious business of life, comparable in the time and attention which it takes to that which is given to amusement, to the church, to politics; yet, after all, it cannot even become more than one of these elements, and with this fact the University Extension lecturer must reckon.

I have not stated these differences in their conditions and methods of work for the purpose of discouraging, in any sense, those who believe thoroughly in the valuable educational aspects of University Extension work. I belong to this class myself, and I should certainly not desire to discourage myself and those who are working with me in this very important field. But I have said these things so as to secure a clearer idea of the conditions under which the University Extension lecturer must work, as compared with those under which the university lecturer is privileged to work. Now, I think it follows, without stopping to draw the conclusion, for any one who has followed

me in this statement of the case that the University Extension lecture must be a very different sort of lecture in order to accomplish the highest educational result under the circumstances from the kind of lecture which would do the same thing in the university work itself. In the first place, details must be left very largely out of sight, except so far as detail is necessary in order to emphasize and throw into strong and clear relief the general features of the subject. I say, except so far as detail is necessary. One of the greatest dangers to which the University Extension lecturer is liable is that of dealing simply in formal statements, in fundamental propositions, in glittering generalities. Any teacher knows that such a method of presenting the main features of a subject is foredoomed to failure, for the bald statement of general principles is something which conveys but very little idea to the untrained mind. The general feature or general principle which the lecturer is trying to emphasize must depend far more on the skilful way in which it results as the crowning conclusion of a given presentation, far more upon its being put in such a form that the student himself, out of the details which have been given, shall be in a position to formulate the general principles himself than upon any formal statement, no matter how skilfully and accurately it may be made. It would take a very skilful man, indeed, to give one lecture upon the history of the world, which should contain any valuable matter for the average college student or average man or woman. It takes almost as much skill to treat the whole field of Greek or Roman, or French, or German, or English, or American history in a course of six lectures, so as to produce any abiding result. But it is feasible for the man properly prepared, in a period of six or in a course of twelve lectures, to present one century or one-half century or one special period of English or French or German history in such a way that it shall leave a permanent and indelible impression on the minds of some of his hearers. It is plain, moreover, that the University Extension lecture must, after all, rely for its permanent success upon its ability to interest the audience in the subject in such a way as to lead them to read about it immediately, thoroughly, per-

sistently; in other words, that the object of each individual lecture, as well as of the course, should be very largely to stimulate an interest in the subject as distinct from imparting knowledge on the subject, which latter may very properly be a leading characteristic of the university lecture.

And so I might go on to set forth the peculiar conditions and to analyze the peculiar problem which confronts the University Extension lecturer and to discuss the methods by which he may accomplish his ends. But I have said enough to emphasize the point which I wish to urge upon you especially on this occasion, that the University Extension lecturer must not suppose that the simple lecture which he gives to his college and university students is the proper one to give to his University Extension audience, and to pronounce the opinion that if the lecture is successful in the highest sense before the University Extension audience, it will not be the one which, in the highest sense, will be successful before the university students, and *vice versa*. We have found from our experience in the short time we have been at work, that our college and university men are very prone to fall into this error, and the result is very noticeable in cases where they have done so, in what may be called comparatively inefficient work, judged by the reasonable standard which we may set up on University Extension subjects.

But there is another error into which the university professor is very liable to fall, and that is the error of giving simply what he calls a popular lecture. Nearly all our college and university men in this country do more or less popular lecturing on their subjects and allied branches, before literary societies, teachers' institutes, and similar organizations, so that nearly every college professor has what he calls a popular lecture. It is oftentimes very, very far from being so, but it is at least an attempt in that direction. When these lectures are really popular, under ordinary conditions they are very likely to be simply specimens of the class known as lyceum bureau lectures. This is a very valuable class in its way, and one upon which I should be the last in the world to wish to throw any slur or odium; but it is a class which will not serve the purpose of Universal Extension at all, and

which, if introduced into this field, will rapidly give us, in University Extension, poor lyceum bureau lectures by college professors instead of good ones by the present lyceum lecturers. The ordinary popular lecture of the college or university professor will not serve the purposes of University Extension any better than the ordinary lecture by the same party to university students.

Enough has been said, I think, upon this point, to bring clearly before you the proposition stated above, and which I wish to reiterate here, that the kind of lecture which will accomplish the highest results in University Extension work is a very different sort of lecture from that which will accomplish the highest results, on the one hand, in the university, and on the other, in the lyceum bureau. I would urge, therefore, upon the college or university man, who thinks of taking up University Extension work, that he, in doing so, has a new educational problem before him, a problem which will not be thoroughly well solved without the most careful and continued attention upon his part. The fact that university men have not kept this circumstance in mind will account, to a very large extent, to my mind, for those numerous failures, in one form or another, of the University Extension work which the history of this movement, in England and in this country, has to chronicle, and to the large percentage of attempts, which, while we cannot perhaps denominate them as absolute failures, are certainly not calculated to encourage us to put forth long-continued and renewed efforts along these lines. So much for the University Extension lecture. The University Extension lecturer is in so far the man who can give us a lecture which is suited to the conditions we have sketched above.

There are, however, other elements than the mere lecture in the scheme of University Extension instruction. In immediate connection with this lecture is the syllabus or outline of lectures, and in the construction of that syllabus the University Extension lecturer has an opportunity to show all the qualities, except the mere one of pleasant and effective address, which he needs to employ in the preparation and delivery of the lectures themselves.

No one can help being struck, who has taken the pains to read over the syllabi published in England by the various men who

have lectured in this field and the same efforts made on this side of the water ; I say no one can help being struck by the fact that the average syllabus is a poor affair ; that it contains but little help to clear consecutive thought, and that it contains but little help towards following up the lecture and the lecture course in a systematic way ; that it has but little to do in inspiring the student with the interest in the study which is fundamental to any great success along these lines. A mere summary of headings which the lecturer proposes to discuss has, of course, its value. A mere series of statements of principles, which the lecturer proposes to develop and illustrate, has, of course, its value, but if that is all which the syllabus contains, it falls very far below the level of efficiency which is easily within the reach of the skillful and successful lecturer. The syllabus should be a sort of guide to the study of the subject which the lecturer proposes to present, a sort of cord which shall lead the student through the labyrinthine windings of the mass of literature which exists on all these subjects, and lead him carefully and steadily and constantly to the wide outlooks, to the important views, to the soul-stirring altitudes which should make up and mark his intellectual and æsthetic progress, so far as it is aided and directed by this particular course of study. It should give to the person who has it some definite knowledge as to what books on the subject and what portions of what books are best worth his reading, if he wishes to view this field as the lecturer views it, if he wishes to get the same outlooks, if he wishes to pass through, to a certain extent, the same experience. It goes without saying that it should be systematic, as far as possible suggestive and interesting and inspiring ; and, in short, should be a sort of guide to the study of the particular subject which the lecturer is treating. That means, of course, very much more careful and thorough work on the syllabus than most University Extension lecturers, either in England or in this country, have thus far been willing to give it. It means, alas ! more ability to pick out the salient things and put them in an impressive and salient form than the average lecturer in this field possesses ; but we can, at least, all of us within the range of our ability, as far as possible, approximate towards

the best and most successful thing in this field which can be given.

In close connection with the syllabus should be mentioned the paper work of students, the questions which are presented to them to stimulate and stir their interest and inspire them to take an active part in the work, and not to be content with the mere passive rôle of listener. The preparation of these questions calls for care and attention, if they are to be successful; it calls for skill and ability and a close adaptation and study of the conditions under which these University Extension lectures must be given. Just in proportion as the lecturer is able to get the members of his University Extension audience to take an active and interested part in the pursuit of the subject, in that proportion will he be able to produce permanent and valuable results. I do not mean to say, of course, that the lectures would be valueless, even if the people should not write the papers, but simply that the whole work will be of an enormously greater value, to all those who do actually take part in it, than it would be without it. Now, I am sorry to say that, if any of you will take the syllabi which have been prepared, either in this country or abroad, and go through them carefully, you will be rather struck by the careless way in which this work, on the whole, has been developed. I need not stop on this point longer, except to venture the general remark that, if the largest and best results are to be got from this paper work, the questions must be carefully thought out and must be carefully graded, so that every person who attends the course of lectures and pays close attention will feel that there is some question or questions in the list, on which he may present an acceptable paper, if he will only put forth the effort. There should be other questions which will call for the largest and fullest exercise of the ability to study and to present which the lecturer is likely to find in his audience.

Finally, the class work is the other element in the distinctively technical or educational work of the University Extension lecturer, which calls for special mention. To conduct a good class, even in college and the university, where you have your picked men, your men of a homogeneous training, your men of thorough

training, your men who devote all their time to the work ; I say, to conduct a good class, even under such favorable conditions, calls for the exercise of one of the highest forms of ability which the teacher possesses. You all know how unutterably " tedious and tasteless the hours " that you have spent in many a college professor's rooms, in the so-called recitations, where there seemed to be, as you look back upon it now, no plan or method of work, no stimulus and little or no searching out of the hidden things in the minds and hearts of the students, no inspiration or stirring up to higher levels, to higher thoughts, and to more vigorous action. The conditions of successful class work in the University Extension audience are, many of them, more unfavorable than those in the college and university. In the first place, you have an audience which is very likely, indeed, to possess some rather obstreperous individuals, who are inclined to take all the time of the class, and whom you cannot dispose of so summarily as you can of a college student of the same kind. You are apt to have very many, a much larger number, of a retiring disposition, who are too timid to say anything, who are frightened if you call upon them to express their opinion, or, if you try to draw them out by questioning. This class includes oftentimes the most valuable element in your audience, and, if you persist in drawing them out by questions and showing up their ignorance, the result is very much more likely that they will leave your work and give up the whole class than that they should be brought to take the same view of the subject that you do.

In the second place, in an audience of this class, you are even more likely to have your time frittered away by an infinite number of questions, some of which have a possible relation to the subject in hand, but most of which have nothing to do with it. You are all well aware, of course, how completely a class of college boys can waste the time of the class and the teacher by asking idle and profitless questions, either on purpose or from ignorance. You can imagine how much more completely a popular audience, such as the University Extension lecturer obtains, may do the same thing, and how easy it is for a question to shunt the whole consideration away from the point that the lecturer is try-

ing to make and into a wilderness of idle and profitless debate. If the lecturer were to undertake to answer all the questions which his class might ask, he would simply use up an hour and produce almost no beneficial result whatever. Consequently, there is no greater opportunity of showing his skill open to the Extension lecturer than is open to him in the conducting of a class, to draw out the diffident, to squelch the boisterous, to get such questions as will enable him to be helpful and to direct the course of the discussion so as to emphasize and throw into still stronger relief, bring out more thoroughly, to impress more fully upon their minds the fundamental points of its presentation. To do thoroughly efficient work in the class, calls for careful and long-continued attention on the part of the instructor, and nothing will be more helpful to him along this line than the papers which he will succeed in obtaining from the individuals who make up his class. If he can get a large number of them, it will enable him to size up his class, so to speak, to find out the lines along which they are working or reading, to find out how far he is carrying them with him, how far he is inspiring them with an interest in the subject, as a class, as this is one of the most difficult tests of the lecturer's ability, so it is the occasion in which most of our average university and college men fail to come up to the standard. And I may say, in a general way, that in our short experience here in the work that is carried on immediately under the auspices of the American Society we have had more complaints about the inefficient class work of our lecturers than upon any other point. Our communities feel, in an instinctive way, and I think the feeling is the correct one, that the class, if properly conducted, is the one element which will bring more thoroughly educational work into this movement than even the lecture itself.

I think, perhaps, enough has been said to emphasize what I may call the educational aspect and educational function of the University Extension lecturer. The University Extension lecturer should be the man who can give us the kind of lecture which we have described in a general way, who can give us the kind of syllabus, who can give us the kind of class work, who can set the kind of questions, and who, at the end of his work, will leave

his audience and his class and his community in a blaze of enthusiasm for the subject which he has been presenting, and for the great field of human science of which it forms a part.

This, however, is not by any means the sole function of the University Extension lecturer. As I said above, the success of this work depends upon the University Extension lecturer at more points than one. The large success of the work is going to depend, not merely upon the success of any one subject; not merely upon the interest excited for any one period of English literature for example, nor upon the interest excited upon English literature as a whole, but upon the interest which is excited in human science as a whole and in its relations to all the other sides of human life. Now, it seems to me that, having regard to the conditions of our American life, and having regard to the nature of this movement, the University Extension lecturer should do two things in addition to the particular work which we have already outlined. He should be an apostle and an evangelist for the University Extension movement as a whole, and above all, for the cause of education in general. He should not feel that, after giving his course of lectures, even if he be thoroughly successful in it, that he has done all that may fairly enough be required of him. This movement cannot be made general, it cannot be made permanent, unless the men who are doing the actual work of lecturing will take it up in their hands and bear it steadily and persistently to the front, in connection with all of their University Extension work. This, we all agree, is one of the great educational movements of the age. We shall derive great help from it from every point of view, if this fact be kept persistently before our notice; if every occasion be taken by the university lecturer to excite interest in the general cause of University Extension; if he consider that he never goes out of his way when he can score a good point for the general movement itself; that, on the contrary, it is a part, a fundamental part, of his duties to keep the cause in mind, and, wherever he sees an opportunity to advance it, to do so. In other words, the Extension lecturer should look upon himself as a man, one of whose special duties it is to enlighten the audience that meets him night after night,

to enlighten the community from which his audience is drawn, as to the scope and functions, aim and methods of the University Extension work as a whole. In a word, he ought to leave his Extension audience, he ought to leave the community in which his course has been given, perfectly ablaze with enthusiasm, not merely for Shakespeare, if that be the part; nor for English literature, if that be the whole of his subject; but for University Extension itself, which is carrying out not merely Shakespeare, and not merely English literature, but art and science and mathematics,—education, training, culture,—into the life of the nation.

Now, the ways in which this can be done are numerous. In the first place, of course, there is the local committee, the element in whose hands is the management of the local centre, the people under whose auspices, looking at it from one point of view, the man is giving his lecture. If we are to succeed in carrying through and emphasizing the educational as well as the popular sides of this work, we can accomplish it only with the sympathy and hearty co-operation and support of these local committees. We shall get that for the higher and better sides of the work only if we continually and persistently urge the higher and better sides of the work upon their attention, only if we enlist their interests in the higher and better aspects of the movement. Nobody can do this so persistently, nobody can do it so directly as the University Extension lecturer. He is sure to meet one or another member of the committee upon every occasion he goes to lecture. There is nothing in the way of his getting the committee together for the purpose of giving them a special talk on how this movement is progressing, and how it is being taken up in different localities, and how the most successful centres conduct their work, and everything which will tend to heighten their interest in the movement and clear their understanding as to its correct methods. In a word, the University Extension lecturer should look upon himself as the apostle of the movement, and as having a special call to educate and enlighten the local committee and the community in such a way as to further most efficiently the permanent interests of the cause.

But I do not think that the University Extension lecturer should stop with this. University Extension is not going to accomplish its fullest mission unless it succeeds in interesting the committee not merely in literature, in art, in science, as branches of human knowledge, but in education as one of the great fundamental interests of society, in education as a branch of human life and institutions which stands side by side with religion, with politics, with business, and with amusement as a great and fundamental category of social existence. I believe that we have, in this movement, the greatest machinery for enlightening the public upon educational questions, the greatest opportunity for getting public attention to the importance and significance of educational problems that has ever been offered to us in the history of the world. If this work be properly organized and fitted into the other educational interests and agencies in the community, it may enormously increase the efficiency of them all by directing public attention and interest to the subject, as a whole, in a way which has been hitherto unknown. Now, the man who is to do this for us, and the only man who can do it, is the University Extension lecturer. Surely we have the right to expect from the university and college man an interest in education as such,—an interest in the great department of which his particular work forms a very small, an almost infinitesimal part. It is not too much to expect, it is not too much to demand, that he should put forth a portion of his effort to assist the cause as a whole, to help education as a whole, as distinct from other interests of life, into that place of prominence which it may fairly demand in modern life by its importance and significance for modern civilization. The University Extension lecturer can do this in an incidental way, and in such form as to immensely heighten and stimulate the interest in University Extension and the interest in the particular subject which he is teaching.

It is hardly necessary for me to go into the description of details as to what the lecturer may do and as to how he may do it, in the direction I have indicated. It may not, however, be out of place to suggest some possible things and then ask the individual lecturers, here and elsewhere, to let us know about the

work they are doing in this direction, and to pour in their suggestions upon us. For example, suppose the University Extension lecturer has under consideration the subject of literature. Suppose he takes a few moments, five or ten minutes, at the beginning of his lecture, or preceding the close, for a little discussion of educational topics in one form or another. He will find the public very much interested in them, if he will take a little pains to put them into proper shape. He will find that people will go home and talk about them, and, from that time, they will take a new interest in everything pertaining to education. Suppose, for example, on one occasion he were to talk about the function of the university in the life of nations, give them a little historical sketch of the rise of universities, of the place they have occupied in ancient and modern times, with some of the interesting incidents connected with the development of these institutions, and such instances are innumerable. Suppose he were to follow that, upon another occasion, by a brief discussion of the rise of the modern university, of what it is in England, France, and Germany, and of what it is in the United States to-day. Let him give an account of the rise and development of the American college, of the changes which it has undergone, of what its specific function is. Let him take up his own subject, English literature, give an account of its first introduction into the universities as an individual discipline, of its development and of its present state, of the way it is organized, of the methods of instruction, of its relation to other branches; following that up by a discussion of the University Extension movement as such, as the last and latest outgrowth of colleges and universities. It would be perfectly feasible for him, by giving a few minutes each evening, at the opening of his lecture, to some of these general topics, to increase immensely the interest in his lecture course, without in any sense interfering with his educational work, thus interesting the community in higher institutions, in the University Extension movement, and, briefly, in higher education as a whole.

Some one may say that this is too much to ask of the college or university man, that he does not know enough about educa-

tion in general, that he does not know enough about the colleges and universities, that he does not know enough about University Extension, even, to speak intelligently upon these topics. If this be so, and, alas ! I am afraid there is too much truth in it, surely it is a sad state of affairs, and one that ought to be remedied. Men who are engaged in a great educational work ought certainly to be willing to take the time to learn something of the history of that work itself, what it means in the present, what it has meant in the past, if not to give some thought and reflection to the question of what it may mean in the future. I do not hesitate to say that the men who are going to do the most useful work in this field are men who will be able to do the particular things which I have outlined above. I would not, however, say that no one could do successful work in this line who could not accomplish all the things just described, but certainly his work will be more successful in proportion as he is able to measure himself up more nearly to the standard indicated in the above description.

President,
Edmund J. James.

Honorary President, William Pepper, M.D., LL.D.

Treasurer,
Frederick B. Miles.

THE AMERICAN SOCIETY.

THE American Society for the Extension of University Teaching was founded in response to a deeply-felt want for a National Association which might assist in promoting the work of University Extension. The friends of popular education feel that the time has come for a better utilization of the facilities for instruction which are to be found in our existing educational institutions. Experience has shown that this object is accomplished with great measure of success by the movement popularly known as University Extension. The results of this system in several countries—notably in England and the United States—have attracted much attention, and its merits are now widely known.

The American Society is doing a twofold work. It is, in the first place, collecting information as to the progress of the movement in all countries, and, through its monthly journal, making it accessible to those interested in this system of instruction. In the second place, it is carrying on an extensive experiment in University Extension instruction. This work is a persistent effort to solve the difficult problems involved in the training of lecturers, the conduct and sequence of courses, and the financial support of centres. In this way the work of the Society becomes a series of illustrative experiments in adapting University Extension teaching to American conditions. It is plain that if the Society can successfully solve these difficult problems it will render a great service to American education, making the introduction of the work throughout the country a matter of comparative ease. Every one interested in the ultimate success of this great movement for popular education should, therefore, to the extent of his ability, contribute to the support of the American Society.

To do this work efficiently will require large funds. The only sources of income at present are the fees of members (\$5.00 annual fee, \$50.00 life-membership fee) and the voluntary contributions of friends of the movement. You are cordially invited to become a member of the Society, and to present its claims to your friends and acquaintances who are, or should be, interested in the work.

The membership fee and all other contributions may be sent by postal order or draft on Philadelphia, or by draft on New York, payable to the order of Frederick B. Miles, Treasurer of the American Society for the Extension of University Teaching, Fifteenth and Chestnut Streets, Philadelphia.

UNIVERSITY EXTENSION.

A Monthly Journal, giving full information as to the methods and results of Extension teaching in all countries, with special reference to the development of the movement in the United States.

Yearly Subscription, \$1.50.

Single Numbers, 15 Cents.

Vol. I.—July, 1891, to July, 1892—will be issued in full black cloth binding at ONE DOLLAR. READY JUNE FIFTEENTH.

Address

UNIVERSITY EXTENSION,

15th and Chestnut Sts., Philadelphia.

Send for list of publications of The American Society.

WORCESTER'S DICTIONARY

Is the standard authority on all questions of orthography, pronunciation, or definition, and is so recognized by all the colleges of the country, by the principal newspapers and periodicals, and by such leaders of American thought as Phillips Brooks, Edward Everett Hale, George Bancroft, Oliver Wendell Holmes, Irving, Marsh, Agassiz, Henry, etc. Leading book-publishers recognize Worcester as the highest authority, and millions of school-books are issued every year with this great work as the standard.

WORCESTER'S

SCHOOL

WORCESTER'S NEW
ACADEMIC DICTIONARY.

WORCESTER'S NEW
COMPREHENSIVE DICTIONARY.

DICTIONARIES.

Adopted and used in

New York City, Philadelphia, Boston, Cambridge, Chicago, St. Louis,
Worcester, Lowell, Salem, Washington, and hundreds of cities and
towns throughout the United States and Canada. Recently
adopted for North Carolina, West Virginia, and Virginia.

WORCESTER'S NEW ACADEMIC DICTIONARY

Is designed especially for the use of the *higher schools and seminaries of learning*, but is well adapted in its scope and range to the needs of families and individuals.

The *distinctive feature* of the book is its treatment of the *etymology of words*. In no other work of its size and class (so far as is known to the editors) is there anything approaching it in fulness and completeness in this regard.

Printed from entirely new plates. 688 pages. 264 Illustrations.

WORCESTER'S NEW COMPREHENSIVE DICTIONARY

Contains a full vocabulary of 48,000 words. The design has been to give the greatest quantity of useful matter in the most condensed form, to guard against *corruptions in writing and speaking the language*, to adapt the work to the use of the *higher schools and seminaries of learning*, and also to make it a convenient manual for families and individuals.

Printed from entirely new plates. 688 pages. 577 Illustrations.

For sale by all Booksellers. Circulars sent on application to the Publishers.

J. B. LIPPINCOTT COMPANY,

715 AND 717 MARKET ST., PHILADELPHIA.

LIPPINCOTT'S

By JOSEPH THOMAS,
M.D., LL.D.

BIOGRAPHICAL

Bound in sheep, \$12.00;
half Russia, \$15.00.

DICTIONARY.

*Memoirs of the Eminent Persons of all Ages and Countries, and
Accounts of the Various Subjects of the Norse, Hindoo,
and Classic Mythologies, with the Pronuncia-
tion of their Names in the Different
Languages in which they
occur.*

It is really a cyclopædia within itself, including every character that has strong claims to our notice, either from public notoriety or lasting celebrity, and from it may be gathered a knowledge of the lives of those who have made the world's history famous.

OPINIONS-OF THE PRESS.

"'Lippincott's Biographical Dictionary,' according to the unanimous opinion of distinguished scholars, is the best work of the kind ever published."—*Philadelphia Ledger*.

"No other work of the kind will compare with it."—*Chicago Advance*.

"This work presents a very wide range of treatment, great compactness and perspicuity, wonderful accuracy, and a typographical execution that is absolutely perfect."—*N. Y. Evening Post*.

"There is nothing like it in the English language. . . . It may be fairly esteemed a credit to the age and country which have produced it."—*Philadelphia Press*.

TESTIMONY OF DISTINGUISHED SCHOLARS.

"In the judicious brevity of its articles, the comprehensiveness of its selections of topics, the nice exactness in matters of orthography and pronunciation, as well as for its admirable typography, it promises to take a very high place among our books of reference."—*From* PROFESSOR NOAH PORTER.

"It is a work which I shall be glad to possess, both on account of the fulness of its matter, and because the pronunciation of names, so far as it can be represented by the alphabet of our language, is given. The work will be a valuable addition to the books of reference in our language."—*From* WILLIAM CULLEN BRYANT.

"It is universal in fact as in name, doing like justice to men prominent in science, literature, religion, general history, etc. The author knows how to put a large number of facts into a very small compass, and in a manner remarkable for system, fairness, precision, and easy diction."—*From* PROFESSOR JAMES D. DANA, M.A., LL.D.

. For sale by all Booksellers, or will be sent by mail, post-paid, on receipt of the price by

J. B. LIPPINCOTT COMPANY, Publishers,

715 and 717 Market Street, Philadelphia.

READER'S REFERENCE LIBRARY

Ten volumes. Crown 8vo. Half morocco, gilt top,
in box, \$26.00.

Each volume sold separately, as follows:

BREWER'S HISTORIC NOTE-BOOK.

A Dictionary of Historic Terms and Phrases. Crown 8vo. Half morocco, \$3.50.

THE WRITER'S HAND-BOOK.

A Guide to the Art of Composition and Style. \$2.50.

BREWER'S READER'S HAND-BOOK OF FACTS, CHARACTERS, PLOTS, Etc.

\$3.50.

BREWER'S DICTIONARY OF PHRASE AND FABLE.

Giving the Origin, Source, and Derivation of Twenty Thousand Common Phrases. \$2.50.

BREWER'S DICTIONARY OF MIRACLES.

Imitative, Realistic, and Dogmatic. \$2.50.

EDWARDS'S WORDS, FACTS, AND PHRASES.

A Dictionary of Curious, Quaint, and Out-of-the-Way Matters. \$2.50.

WORCESTER'S COMPREHENSIVE DICTIONARY.

Revised, Enlarged, and Profusely Illustrated. \$2.50.

ROGET'S THESAURUS.

A Treasury of English Words. Classified and Arranged so as to facilitate the expression of Ideas and assist in Literary Composition. \$2.50.

ANCIENT AND MODERN FAMILIAR QUOTATIONS.

From Greek, Latin, and Modern Languages. \$2.50.

SOULE'S ENGLISH SYNONYMES.

A Dictionary of Synonymes and Synonymous or Parallel Expressions. \$2.50.

*. For sale by all Booksellers, or will be sent free of expense, on receipt of price, by

J. B. LIPPINCOTT COMPANY, Publishers,

715 AND 717 MARKET STREET, PHILADELPHIA.

UNIVERSITY EXTENSION.

BY
C. HANFORD HENDERSON.

*REPRINTED FROM THE POPULAR SCIENCE MONTHLY
FOR NOVEMBER, 1891.*

NEW YORK:
D. APPLETON AND COMPANY.

1892.

*A*PPLETONS' LIBRARY LISTS.



LIBRARIES, whether for the school, home, or the public at large, are among the most important and wide-reaching educational factors in the advancement of civilization. Modern intellectual activity, keeping pace with modern invention, has added to the earlier stores of literature myriads of books, and a still greater mass of reading-matter in other forms. Unfortunately, much of the material put into print is not of an educational or elevating character. It is important, then, in the selection of books for public use, especially for the young, that great care be exercised to secure only such kinds of reading as will be wholesome, instructive, and intrinsically valuable.

For more than fifty years Messrs. D. APPLETON & Co. have been engaged in the publication of the choicest productions from the pens of distinguished authors, past and present, of both Europe and America, and their list of books now comprises several thousand volumes, embracing every department of knowledge. Works upon the more important subjects, such as Science, in all its branches, History, Biography, Travel, Literature, and Art, predominate. They are of permanent value, therefore, for library uses.

We now present classified lists of our publications, which will be found of great convenience to all book-buyers, and especially to libraries. Lists **A**, **B**, and **C** are of books selected especially for School Libraries, adapted to Primary and Intermediate, Grammar and High School, and College grades, respectively. Then follow topical lists, embracing History, Biography, Physical and Moral Science, Philosophy and Metaphysics, Technology, Political and Social Science, Finance, Economics, Hygiene and Sanitary Science, Archæology, Anthropology and Ethnology, Standard Fiction, etc.

The superior advantages we offer, therefore, for a thorough equipment of libraries of every kind, and the facilities our lists afford for a judicious selection of books covering the whole range of Literature, Science, and Art, will be apparent to all.

We respectfully invite the attention of readers, and public and private book-buyers in every part of the civilized world, to these lists, confident that they will be found of interest and profit to all.

Address all orders, or communications in reference to Library Lists, estimates, terms, etc., to

D. APPLETON & CO., PUBLISHERS,

1, 3, & 5 Bond Street, New York.

Reprinted from The Popular Science Monthly, for

THE NEWBERRY LIBRARY CENTRE.

THE UNIVERSITY OF CHICAGO.

UNIVERSITY EXTENSION.

By C. HANFORD HENDERSON.

ONE can scarcely fail to notice, in the intellectual life of America, how very rapidly a new thought sweeps across the continent. It travels with almost the speed of the whirlwind. The storm center is commonly Boston or New York or Philadelphia, and progress is toward the westward. At once the impulse is felt in Chicago and Denver and San Francisco. A new book, a new creed, or a new social ideal easily gains the popular ear. Like the Epicureans and Stoics, we delight to hear a new thing. It can not be said that this interest is always, or even generally, a profound or fruitful one. But it has at least this advantage, that it secures a speedy hearing for such ideas as are put in a form suitable for assimilation, and this alone is no inconsiderable gain.

The educational movement known as university extension is an admirable illustration of this national alertness and versatility. It is a movement capable of very definite presentation and of calling up equally definite mental images. As a result, it is now familiar in name at least to the majority of our people, and it has become so in a surprisingly short space of time. Returned travelers from England have whispered the name in private for several years past. Certain phases of the movement, such as the Toynbee Hall experiment of planting a colony of culture-loving men in the arid district of London, have for some time attracted attention on both sides of the water. But, as a distinct object of public interest and discussion in America, university extension is hardly two years old. It was not until the winter and spring of 1890 that the movement took rank as a question of the day. Outside of the larger and more interested cities, and possibly even within their borders, it may still be that the name of the move-

ment is more familiar than the idea for which it stands. It is the purpose, then, of the present article to state briefly—as becomes the importance of the subject—just what university extension is, somewhat of its history, and what claim it has for a permanent place in our intellectual life.

University extension has been well defined as a university education for the whole nation by an itinerant system connected with established institutions.

I confess that this sounds ideal, the proposition to educate the whole nation on higher lines, but that is precisely what the movement means. It means that any one in any place and at any time may take up advanced work in any department of human knowledge, and that qualified men stand ready and willing to help him. I feel that this is a most significant statement—so significant, indeed, that I may be pardoned for having said the same thing twice.

Our people as a whole are not intellectual and are not culture-loving. They are not given to what Emerson calls the reasonable service of thought. The majority of them are the servants of a much less noble master. It can not be expected, therefore, that so large an idea as forms the germ of university extension will meet with anything like immediate fruition. But it is a leaven which is well worth setting to work. The success of the movement is already well enough assured to demonstrate that in any community there are unsuspected numbers with a turn for higher education, and such an attitude of mind is apt to spread.

That is the end—to permeate the nation, the whole American people, with a taste for culture, and then to provide means for satisfying it. It is admitted that such a taste does not generally exist, but it is believed that it can be brought into being. No right-minded person, I think, will quarrel with this purpose, provided it can be shown that the proposed culture is genuine and not merely a veneer. The method, too, is correspondingly simple, and it seems to me quite adequate. It would be an impossible task to civilize all America at once. The Philistine element is much too strong for that. If the movement attempted such a task it might well be regarded as overly optimistic. But it is really as practical in its methods as a paper-box factory. It is going to attempt no regeneration in the lump, nor to force its wares where they are not wanted. What it is doing and going to do is simply this, to put the higher education within reach of those who care for it, and through these to stimulate others also to want the same thing. It might be well described as a missionary movement conducted on scientific principles.

Unharnessed to events, the scheme would read somewhat like a dream. It will be better, then, to give an account of it by telling

just what is being done in England, and what is being done and planned in America. It is well to begin with England, as being the older and better organized field. For my knowledge of the work there I am indebted to the conversations of friends who have attended the Oxford meetings, and to various reports and pamphlets, but most of all to an admirable little book on University Extension by Messrs. Mackinder and Sadler, which I would strongly commend to those who care to go further into the details and history of the English movement.

The work in England is divided among four organizations: the London Society for the Extension of University Teaching, the University of Cambridge, the University of Oxford, and Victoria University. While there may be some friendly rivalry as to which shall most abound in good works, it must not be thought that the organizations are in competition with one another. This would indeed be impossible in the case of the London Society, since its staff of lecturers includes those of both Cambridge and Oxford as well. The chief business of these central offices is to provide lecturers and to arrange courses. It must be constantly kept in mind that they are essentially teaching organizations and by no means mere lecture bureaus. It is true that university extension does not disdain to present knowledge in an attractive form. It makes an admitted effort to be entertaining. But this is only a means to an end. The main object is more serious, and consequently no course is ever given on miscellaneous topics. The unit consists of twelve weekly lectures on one approved subject. Such a course, therefore, covers three months and constitutes one term in the extension work. There are two a year, the fall and spring terms, separated by the Christmas holidays. Now that the movement is well established, a strong effort is being made to bring the studies into close educational sequence, and to have the work of succeeding terms continue what has been done previously. This is not always possible, for university extension studies are strictly elective and are never administered in prescribed amounts. But it represents the ideal and the more intelligent students clearly see the advantage of continuous and related work in place of indiscriminate browsing.

The central offices do not, however, assume the initiative. They are the agents and inspirers of the local centers. The movement generally starts in any given neighborhood by the interest and effort of one individual, or perhaps by the concerted action of several. The known friends of education in the locality are called upon, and the question of forming a center discussed. If the scheme seems feasible, a public meeting is arranged, great care being taken that it shall have no religious, political, or class

coloring. A speaker goes to them from one of the universities and explains the extension plan. If the impression produced be favorable and the question of ways and means do not hinder, the meeting results in the formation of a local center, and a permanent secretary and a board of managers are appointed. A subject is then chosen, and application made to one of the central offices for a lecturer. In many cases a particular lecturer is asked for, as the extension men are coming to have pretty widely known reputations, and the public naturally selects the most popular. The question of finance now comes in. The universities supply qualified lecturers, arrange courses, and hold examinations, but the expenses must be guaranteed by the local centers. The work does not pay for itself, but then no scheme for higher education ever does. The receipts from the sale of lecture tickets may generally be counted upon to meet half the expenses of the course. The rest must be provided for in some other way, commonly by subscriptions or by some larger benefaction. The university fee for the twelve lectures is about £45, and the local expenses will generally amount to about £20 more. This is for a single course. Where more than one course is taken, the proportionate expense is somewhat less.

In most cases the local center is an outgrowth from some library association or institute, and has already much of the needed machinery in the way of hall and books. The course is duly advertised and as strong a local interest enlisted as possible. The audience is made up of all classes, the more miscellaneous the better. The extension movement recognizes no class distinctions. It includes the gentry, mechanics, school-teachers, barristers, tradesmen—all, indeed, who will come. The work differs from that of the school, as it is primarily for the education of adults, and its methods have men and women in mind as the material.

And now the lecture begins. It lasts for about an hour, the lecturer endeavoring not so much to present the whole of the subject-matter of the evening as to give a distinct and helpful point of view from which his hearers may look at it for themselves. It seems to me that this is a most hopeful feature of the extension work, and one which brings it into direct line with the best of modern educational practice. It is the spirit of the new education to proceed always by appealing to the self-activity of the taught rather than simply to their capacity for receiving.

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. Often, misapprehensions are to be corrected, and false views pointed out. Frequently there is the more agreeable task of reading some particularly good answer, and acknowledging the justness and perhaps the originality of a student's comment. In all cases no names are mentioned, and great care is taken not to wound the sensitiveness of any one. The sharper tools of irony and satire are always contraband.

One can readily see how much depends upon the personal qualities of the lecturer. He must, indeed, be a man out of a hundred, a well-qualified specialist, a brilliant speaker, and, above all, a man of much fine tact and discretion. Each organization has its regular staff of lecturers, who hold, in most cases, some other appointment, and give only a portion of their time to extension work. A few, such as Mr. R. G. Moulton, of Cambridge, and Rev. W. Hudson Shaw, of Oxford, devote themselves exclusively to the movement, and are its most successful exponents. But many promising young men have also been attracted to extension work—some through a genuine missionary interest in the spread of culture, and some for less disinterested motives. It is not, however, a proper field for experimentation. The work is difficult and needs men of known ability. The universities try to guard against failure by duly testing the capabilities of all young aspirants for lecture appointments. While it is most unfortunate when the wrong man does get into the work, the mischief is soon remedied, for his lack of success leaves him in a very short time

quite without engagements. In the lecture world there is a manifest survival of the fittest.

When the course ends there is a formal examination, open to all students who have attended a specified proportion of lectures and done the requisite home work. Certificates are awarded to the successful candidates, the results depending upon the term work as well as the examination. I have not myself much faith in academic labels, but these certificates have a certain value in stimulating the students to carry their work to completion.

Where university extension is still untried, half courses, of six lectures each, are sometimes given by way of experiment, but in this case no examinations are held and no certificates are awarded.

The statistics of the movement show that it is still increasing in popularity. All of the numerals which sum up its activity, attendance, lecturers, courses, have much more than doubled within the past five years. The figures of 1889-'90 show that nearly four hundred courses were given, and that these were attended by over forty thousand people. During the winter of 1890-'91 the attendance was over forty-five thousand. It is estimated that about ten per cent take the examinations. A number of new and interesting developments have attended this growth. Besides the regular fall and spring terms there are also summer meetings at both Oxford and Cambridge, which have been a most pronounced success. One can scarcely overestimate the advantage of even this brief residence at the universities themselves. It is no inconsiderable education simply to be in Oxford. The tastes which are thus encouraged make possible better things in the winter courses following. The Cambridge summer meeting is, on the whole, more scientific in its scope, and the numbers in attendance are consequently small, but are increasing as the opportunity becomes better known.

At Oxford the meetings have always been of a more popular character. The students are numbered by hundreds and even of late years by the thousand. The meetings only began in 1888, when the session lasted for but ten days. Yet there were nine hundred students present. Since then the sessions have lengthened and the attendance has likewise grown. For obvious reasons the students are largely drawn from the teaching class, the greater number being women. The opportunity of hearing such men as Max Müller brings even an increasing company of Americans to these summer meetings.

While the expense is kept as small as possible, the question of ways and means is too much for many of the poorer extension students, and scholarships are being founded to enable these to taste Oxford for at least a few weeks.

There are many other features of the English work, such as

students' associations, home reading circles, traveling libraries, and the like, which are doing much to extend its influence and render the movement permanent. One of these features, the scheme of affiliating students to the universities, deserves special mention. What the universities have been working for all along is the promotion of serious and continued study. Where this was out of the question, they did what they could, and tried to stimulate the neighborhood to something better. The work has now progressed far enough for them to offer a systematic course of study covering four years, and having a definite end in view. The students who take eight unit courses in related subjects approved by the management, and who do the home work and pass the examinations successfully, receive the title of S. A.—affiliated student—and have the privilege at any subsequent time of remitting one year's residence at Cambridge, and so completing their studies there in two years. In the majority of cases two years would be quite as prohibitory as three, since the students are no longer young, and are already pledged to some career in life. Yet affiliation is held to be a great good, for it brings system and continuity into extension work, and makes a closer and more vital bond between the universities and the people.

If we come now across the ocean to our own country we shall find, considering the newness of the movement here, a development of the university extension idea even more surprising than in England. It is a large tribute to the catholicity of this idea that it stands transplanting so admirably. The needs of the human spirit are much the same in all countries. What is deepest in us and best is essentially cosmopolitan. The extension scheme is distinctively English in its origin, yet it has needed surprisingly little adaptation to fit it to American conditions. Perhaps the chief differences in condition are geographical. Life is more concentrated in England than with us, and the main changes will have to be in deference to our magnificent distances.

In certain quarters the importation of a British idea is resented almost as warmly as if the article were a steel rail or a durable cloth. In others, again, it is said that we have had university extension in America for many years, and we are pointed to the lyceums of New England and to Chautauqua. These institutions have undoubtedly done admirable work, but they are not university extension, and it is no discredit to them to say so. I have no particular desire to represent the movement as unique. It would be seriously misrepresented, however, if the impression were allowed to become current that university extension is simply a duplication of educational machinery already in successful operation. It is not. It is a movement with a new end, the populari-

zation of higher university education, and it proceeds by a new method, the personal carrying of this teaching from the universities to the people. It is held to be more practical to take one man to a hundred students than to take a hundred students to one man. It is important to keep this object and this method free from any confusion with other organized work, for the usefulness of university extension lies in these lines, and not as a competitor with already established agencies of culture.

It is somewhat difficult to tell the story of university extension in America, for the idea sprang into action in a number of different localities. Without attempting to present the full history of the movement, it may be said that three distinct ideals have been advanced—the local plan, represented by Baltimore and Buffalo; the State plan, represented by New York; and the national plan, represented by Philadelphia.

The local plan is the oldest. Its first home seems to have been at Johns Hopkins University. Several years ago popular lecture courses were given by Dr. Adams and his colleagues at various centers in and around Baltimore, and as time went on the movement assumed more and more the form, and finally the name, of university extension. Several such courses were given during the winter and spring of 1888. The method was quite similar to that followed in England. The course consisted of twelve lectures, followed by the customary extension classes at their conclusion. The students were supplied with printed syllabi of each course. Dr. Adams also rendered a most important service to the movement by his interest in making it more generally known outside of his own city. Similar initiatory work was done by Dr. Bemis at Buffalo. In the fall of 1887 he gave a course of lectures on economics, which were quite in the extension spirit.

The State plan is, I believe, peculiar to New York. It would, indeed, be less possible elsewhere, since New York is the only State which has a department created and maintained by statute to "encourage and promote higher education." The movement has had the constant interest and support of the best element in both the city and State. The State Librarian, Mr. Melvil Dewey, has been particularly active in its promotion. According to this plan, the State assumes the direction of university extension, working by means of an established central office at Albany, and operating through existing institutions for higher education. The Legislature has recently granted an appropriation of ten thousand dollars for carrying on the enterprise. Already much good work has been done in the way of lecture courses and printed syllabi and text books.

The national plan has been a slower evolution. It is an out-

growth of the local society at Philadelphia. The history of this organization is sufficiently typical to warrant its statement in some detail, the more so as its aims are now national. The idea of university extension was not known to the city at large until the winter and spring of 1890. It aroused so much interest, however, that the public discussion of the question led to the formation of a society on the 1st of June. Dr. Pepper, the Provost of the University of Pennsylvania, became its first president, and Mr. George Henderson was chosen secretary. The society at once went to work in a most practical and business-like way. It was recognized that two things were wanted—more definite information in regard to what was being done in England, and also the interest and co-operation of educators connected with neighboring teaching bodies. Accordingly, the secretary was sent to Europe, and in the fall presented a report of what had been accomplished there. Further, a circular letter addressed to the available teachers of the locality assured the society of a sufficient staff of lecturers. These ends gained, the work of the society began last fall in earnest. The first local center was at Roxborough and was organized in connection with St. Timothy's Workingmen's Club and Institute, which was already provided with an excellent hall and well-selected library. The subject chosen was chemistry, the first lecture being given on November 3d. The formation of centers and the announcement of courses soon became epidemic. By spring it was a rare thing to find any one among the more thoughtful classes who had not attended at least one extension lecture.

In the one season forty-two courses were given, numbering about two hundred and fifty lectures. The total attendance was about 55,500, a result unparalleled even in England.

Numbers alone are a very bad standard for an educational movement, but figures such as these indicate at least a wealth of teachable material. The success has indeed been beyond the most sanguine expectation. The idea is, I believe, due to Dr. Pepper that so vast a movement as this should properly be a national interest, and without local bounds. In December, therefore, the society changed both its name and its purpose, and became the American Society for the Extension of University Teaching.

The work in England, it will be remembered, is divided among four organizations, and there are advocates of this separation as well as of unification. Here in America the movement is just beginning, and we are called upon to choose. It must not be understood that the three plans mentioned are in any way antagonistic or are meant to compete with one another. They are the natural products of the different conditions under which they

have grown up. The only question is as to which plan will best serve the cause of culture. There is much to be said for all of these ideals, but it seems to me that the balance is indisputably in favor of the national plan. Already the American Society has extended its operations outward from Philadelphia as a center for upward of one hundred and fifty miles, and its purpose is to reach from ocean to ocean. A large step toward nationalization has been taken in the West. The extension work in Colorado, centering about the University of Denver, and perhaps the immense work planned for Chicago, will become branches of the American Society. It is also hoped that association may be brought about with the New York work. By bringing all these movements into one organization there will be greater administrative economy and greater system in the educational results.

What has been already accomplished by the National Society makes entirely reasonable the large plans which it has in mind for the future. The acting president of the organization is now Prof. E. J. James, who has associated with him educators of foremost rank from all sections of the country. It is proposed to utilize every feature which experience in England has shown to be helpful. The success of the American Society is indeed largely due to the fact that it has done little useless experimenting. The first season is always critical, but the movement had the large advantage of the constant service and counsel of Mr. Moulton. His many years' experience in the English work made him invaluable here. During nearly the entire season he lectured afternoon and evening in Philadelphia and its suburbs as well as in other American cities. He will be followed winter after next by the Rev. Hudson Shaw.

Now that university extension is well launched in America, it is hoped to offer more thoroughly systematized courses of study than was possible during the first season. A journal known as *University Extension* has been established, and issued its first number in July. Summer meetings will also be arranged, preferably at different university towns throughout the country. It is further proposed to introduce the plan of affiliating students to the universities, or even to go further than this, and finally to offer full courses leading to university degrees.

A most important and indeed an integral part of the work will be in the line of encouraging home study, and a well-thought-out plan has already been adopted. This provides a systematic course for that vast number of solitary students who can neither attend a university nor even form an extension center, but who are well worthy of the attention of a society committed to the cause of general culture. As at present arranged the courses cover four years of seven months each, or twenty-eight months

of study in all, and are strictly along university lines. It is true that these students lose the large gain which comes from personal intercourse with the teacher, but they are in constant communication with him, and by his letters and printed notes he can be an immense help in the way of stimulating and directing. At the end of four years a regular examination will be held. Those who pass it successfully and whose progress during the course has been satisfactory will be awarded a certificate which it is the purpose of the society to make of recognized value.

It is, then, an almost realized dream that any one in any place whatsoever may have the advantage of university education. It is a mistaken idea altogether, and one that has robbed the race of much progress, that education ends when maturity begins. By that time one has only gathered a few of the materials of culture. A grown-up man or woman with a book in hand for the purpose of serious study is in too many American communities almost an anomaly. But we have now fallen, it is hoped, upon better days, and the education of men and women has become a national purpose.

When a rich man founds an institution, erects substantial buildings for its accommodation, and bestows his name upon it as well as his money, public attention is arrested, for there is something visible and tangible for comment to spend itself upon. But right here, in our very midst, there is growing up a university more vast, I am bound to believe, than any of these extensive benefactions, and one destined to make a more profound impression upon the intellectual life of America than has yet been made. It is a university whose strength lies in this, that its students are as miscellaneous as society itself; that it is bound to no creed, no class, no party, but is committed only to the service of truth—not truth as you or I see it, or as any particular body of men see it, but to that increasingly transparent vision of truth which comes to humanity as a whole. Nor is the purpose of this university defeated by distance and railroad fares. It is the guest of every man or woman who will make it welcome. Neither does it demand what so often can not be given, one's entire time. Its duties may be fulfilled at odd moments, at any time as well as at any place.

To carry out so vast a purpose as this is going to take a proportionate number of men. And to do it thoroughly, on the high plane which is promised, is going to take thoroughly equipped men. It is still an open question as to just how this need shall be supplied. All the lecturers so far, with the exception of Mr. Moulton and possibly one or two others, have been men holding positions in established institutions, and this has had its advantages. The men bring the experience and the disciplined spirit of

the class-room with them and teach as well as lecture. And the effect upon the men is good too. The human element in them grows, and this without loss of scholarship. But so large an undertaking as this can not obviously take second place in the consideration of its agents. As time goes on, the staff of lecturers will probably include an increasing number of men who give their entire time to extension work.

It might be well if a man could alternate between resident and itinerant duty. Perhaps this would save him from that intellectual stagnation which is one of the chief dangers of the professorial chair. At present it seems to me that our universities are too much the asylum of men who nurse rather than use their scholarship, or who give their best energy to original research and throw only an occasional crumb to those who are pleasantly called their students. In all but the largest institutions one man has generally to teach several branches of his subject. If he did both university and extension work, he might devote himself to one particular branch and get better results in both fields. Prof. Johnson used to say that he wished there might be a professor for each chemical element, and he would like to be Professor of Iridium. But this is a matter which may safely be left to experience.

Besides the men, money is needed. So far, the work of the society has been paid for by the annual membership dues of five dollars, while each local center has met the expense of its own courses. The lecturer's fee is always fifteen dollars a lecture. This is paid to the central office by the local center, the lecturer having no direct business relations with the people to whom he goes. The incidental expenses of the course, varying with the locality, are met by the local management. Extension work may thus be undertaken by any university which will devote a little of the time of its secretary to the purpose, and by any local center which can raise the fee for a course of six lectures, ninety dollars, and provide for incidentals. It will thus be seen that very little money is required to make the experiment of an extension course. In some instances the local centers have had a considerable balance at the end of the season. But this has been due to the fact that only popular subjects have been chosen. It has been the experience in England, and it will undoubtedly be the experience here, that the more systematic and satisfactory work will not pay for itself. Some outside revenue must be looked to.

In England, several plans have been tried and proposed. In some cases a fixed subscription, as with the American Society, supplies the needed funds. In others, associations are formed and shares offered for sale, while still others depend upon private munificence. But all these resources are transient, and place the

work much at the hazard of changing fortunes. A better financial basis is wanted. It has, therefore, been proposed to attempt to secure endowment, through personal benefactions, by the definite assignment of university funds, or through state aid.

Sooner or later the same problem must be met here in America. Sufficient funds have been forthcoming to start the movement and carry it through a highly successful season. That was the main thing. The good gained is now to be secured and extended. To do this it is very desirable that the revenues shall not be precarious. The present source of income, by subscriptions, will keep the movement alive, but it will not allow that more comprehensive policy which seems so desirable. Private endowment has already done something and will probably do more, as the opportunities for good become known.

The possibility of enlisting Government aid opens a larger question. University extension is a national movement which is intended to reach all classes and to promote the most vital interests of the nation. It has, then, as large a claim upon the national pocket-book as any interest which the Government can recognize. The States provide for primary and secondary education; the nation might well provide for the higher culture. It seems to me a possible and in many ways a highly desirable scheme that with the unification of university extension into one national society, and the division of the country into suitable districts, the work should assume a truly national character and should be brought into close relation with the Department of Education at Washington. The commissioner might have his representative in each extension district, and the local office thus organized would not only be the center of the extension work in the district, but it could also render material service in the collection of educational statistics, and in bringing the department into more vital touch with the schools of the country. In this way we should have a university coextensive with America, a truly national university, since it would include the entire people, and one which would be a much greater power for good than the elaborate institution which is dreamed of for the capital city.

It is a commonplace that the most vital interest of America is the education of her citizens, and that her greatest danger lies in the disintegrating force of ignorance within her own borders. But this largest interest, both in point of power and of danger, is given secondary place in the national councils. We have a Secretary of War, of the Navy, of the Treasury, and of such material interests, but we have no Secretary of Education. With the elevation of the commissioner to the place of a cabinet officer, the new portfolio would be well charged with power if it had linked to it the destiny of a work of such magnitude and promise as uni-

versity extension. We should then be committed as a people in very practice to what we now profess only in theory, to the enlightenment and elevation of the whole nation. There are doubtless difficulties and objections in the way of carrying out the suggestion here brought forward; but, when the evidence for and against is duly considered, I believe that the balance will be found much in favor of such a nationalization of the extension movement.

As I set down in formal order these statements concerning the achievements and potentialities of university extension, I feel again the deep enthusiasm which was aroused by a first acquaintance with that large idea for which the movement stands. The attempt to realize this idea has had mixed with it somewhat that was unworthy. There has been a manifest tendency to estimate its worth by the common American standard of numbers. That thousands should listen to a popular extension lecturer was counted success; and men have gone into the work for the admitted purpose of advertising themselves and their branches. But these are the accidents of the movement. Under them there is an essential principle, a working idea, which has in it immense promise.

As a people we greatly need the leaven of a higher purpose. The ideal of life most current has in it much that is sordid and mercenary. Here is an opportunity to present a more worthy ideal, to substitute for the popular self-assertion a spirit of greater teachableness. We have not yet reached a point where we can impose our ideas upon the world-spirit, however vaingloriously we may try. They are not worthy. They must needs be renovated and transformed before they deserve permanence. The greatest claim which the extension movement can have upon thoughtful people is that it is an organized crusade against that current Philistinism which devotes the social opportunity known as America to lower motives and ends than are worthy of it. It is a mistake to suppose for an instant that the public schools of the country will ever save us from the utterly commonplace, or to fancy that the higher education is an expensive luxury which we can quite as well do without. On the contrary, it is just as much a necessity as the elementary training. It is essential to have good foundations, but, if we all went to building cellars and stopped there, we should never have any cities. We need the higher education in America, and we need it in large measure, for we are a people with a large opportunity. And we need it particularly now, for the grave problems which press upon us for solution will demand a tolerance and large-mindedness which come only when the human spirit is well disciplined. We have here a great and busy people, but a people too unimaginative and too

unideal. We need the infusion of a spirit of culture into the national thought and life, if we are to realize the destiny which seems possible to us.

The preaching of Peter the Hermit aroused all Europe. The present occasion is less picturesque, but the crusade which it preaches stands for interests much more vital than the recovery of Jerusalem.

*THE STANDARD PROFESSIONAL LIBRARY FOR
AMERICAN TEACHERS.*

INTERNATIONAL EDUCATION SERIES.

Edited by WILLIAM T. HARRIS, A. M., LL. D., U. S. Commissioner of Education.

12mo, cloth, uniform binding.

- Vol. I.—THE PHILOSOPHY OF EDUCATION. By JOHANN KARL FRIEDRICH ROSENKRANZ. Translated from the German by ANNA C. BRACKETT. Price, \$1.50.
- Vol. II.—A HISTORY OF EDUCATION. By Professor F. V. N. PAINTER, of Roanoke College, Virginia. Price, \$1.50.
- Vol. III.—THE RISE AND EARLY CONSTITUTION OF UNIVERSITIES. By S. S. LAURIE, LL. D., Professor of the Institutes and History of Education in the University of Edinburgh. Price, \$1.50.
- Vol. IV.—THE VENTILATION AND WARMING OF SCHOOL BUILDINGS. By GILBERT B. MORRISON, Teacher of Physics and Chemistry in Kansas City High School. Price, 75 cents.
- Vol. V.—THE EDUCATION OF MAN. By FRIEDRICH FROEBEL. Translated from the German by W. N. HAILMAN, Ph. D., Superintendent of Public Schools at La Porte, Indiana. Price, \$1.50.
- Vol. VI.—ELEMENTARY PSYCHOLOGY AND EDUCATION. By Dr. J. BALDWIN, author of "Art of School Management," etc. Price, \$1.50.
- Vol. VII.—THE SENSES AND THE WILL. (Part I of The Mind of the Child.) By W. PREYER, Professor of Physiology in Jena. Translated from the German by H. W. BROWN, Worcester (Mass.) Normal School. Price, \$1.50.
- Vol. VIII.—MEMORY. By DAVID KAY, F. R. G. S. Price, \$1.50.
- Vol. IX.—THE DEVELOPMENT OF THE INTELLECT. (Part II of The Mind of the Child.) By W. PREYER, Professor of Physiology in Jena. Translated from the original German by H. W. BROWN, Teacher in the State Normal School, Worcester, Mass. Price, \$1.50.
- Vol. X.—HOW TO STUDY GEOGRAPHY. By FRANCIS W. PARKER, Principal of the Cook County (Ill.) Normal School. Price, \$1.50.
- Vol. XI.—EDUCATION IN THE UNITED STATES. A History from the Earliest Settlements. By RICHARD G. BOONE, Professor of Pedagogy in Indiana University. Price, \$1.50.
- Vol. XII.—EUROPEAN SCHOOLS; or What I saw in the Schools of Germany, France, Austria, and Switzerland. By L. R. KLEMM, Ph. D. Fully illustrated. Price, \$2.00.
- Vol. XIII.—PRACTICAL HINTS FOR THE TEACHERS OF PUBLIC SCHOOLS. By GEORGE HOWLAND, Superintendent of the Chicago Schools. Price, \$1.00.
- Vol. XIV.—PESTALOZZI: His Life and Work. By ROGER DE GUIMPS. Translated by J. RUSSELL, B. A. With an Introduction by Rev. R. H. QUICK, M. A. Price, \$1.50.
- Vol. XV.—SCHOOL SUPERVISION. By J. L. PICKARD, LL. D. Price, \$1.00.
- Vol. XVI.—HIGHER EDUCATION OF WOMEN IN EUROPE. By HELENE LANGE. Translated by L. R. KLEMM, Ph. D. Price, \$1.00.
- Vol. XVII.—ESSAYS ON EDUCATIONAL REFORMERS. By ROBERT HERBERT QUICK, M. A. Only authorized edition of the work as rewritten in 1890. Price, \$1.50.
- Vol. XVIII.—A TEXT-BOOK IN PSYCHOLOGY. An Attempt to found the Science of Psychology on Experience, Metaphysics, and Mathematics. By JOHANN FRIEDRICH HERBART. Translated by MARGARET K. SMITH, Teacher in the State Normal School at Oswego, New York. Price, \$1.00.
- Vol. XIX.—HOW TO TEACH PSYCHOLOGY. By Dr. J. BALDWIN. Price, \$1.50.
- Vol. XX.—MORAL EDUCATION. By FELIX ADLER.
- Vol. XXI.—ROUSSEAU'S EMILE. By W. H. PAYNE.

OTHERS IN PREPARATION.

D. APPLETON & CO., PUBLISHERS, 1, 3, & 5 BOND ST., NEW YORK.