

"Phantasms of the Living," I., 63-71) — answers which he says were foreign to the conscious intelligence of either of them, and which contained an attempt at deliberate invention rather than plead guilty to total ignorance. If, under suggestion, a hypnotic subject were told to jump over a house, he would not be able to do it, but he would jump as high as he could.

Among miscellaneous questions one only is worth recording. It was, "Are you the spirit of my grandmother?" This was the only time the idea of spirits was introduced, and as it was obviously put jestingly, it did not convey any real suggestion of their agency. The answer accordingly was, "No, I was in —"; and here followed a remarkably well-executed outline map of Africa, such as few persons, and certainly not C., could have drawn from memory; every important bay and promontory being — as we found on comparison with the atlas — correctly shown, and in due proportion. At one point only was it in error.

The explanation was not that C. was guided by some defunct geographer or Africander, but that she had been getting up the geography of Africa that morning with the aid of the map; and thus had the pictorial memory of the passive personality, unconsciously to herself, recorded, and reproduced this complicated observation, which she had made without effort, and which was merely incidental to her task.

Such are the few and slight experiments which I have ventured to lay before the society. I have done so mainly for two reasons; first, the hope that sufficient interest may be aroused in those who hear of them to induce other and more important essays in this interesting method of investigation; and, second, to indicate the lines on which it may, I think, be most profitably pursued. It would seem that nothing is ever really forgotten, though the bygone memories evoked by pencil, or crystal, may appear so new and strange that we fail to recognize them as ever having been included in our experience.

EXTENSION OF UNIVERSITY TEACHING.

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.

Our common schools, academies, high schools, colleges, and universities offer good opportunities for an education to those who are able to attend them for twelve or fifteen consecutive years. But the persons able to do this in our communities form a very small fraction of the population. The average child can attend school only four, or at most five, full years, — a period barely sufficient to make a beginning in the rudiments of an education. This is a significant fact, and it justifies the statement that the great mass of the community are in large part cut off from any direct participation in the higher branches of science, for the cultivation of which our advanced institutions of learning are organized.

The credit of recognizing this fact in all its significance, and of determining to change it, if possible, is due to the English universities. In order to test whether it were not practicable to utilize the magnificent facilities of the old English centres of learning for the purposes of popular instruction, a movement was organized to which the name of "University Extension" was given, and which involved sending out lecturers and professors from the universities to give courses of instruction at various places throughout the country. The effort was crowned with success, and has attracted universal attention.

Among the first communities to recognize the possibility for such work in the United States was the city of Philadelphia. For

the purpose of testing whether there was a general demand for university extension, a call was issued for a meeting of those citizens interested in the movement. As a result, a local society was organized in order to make an experiment in and around Philadelphia. Having assured itself of the co-operation of the professors of the colleges and universities in or near the city, including the University of Pennsylvania, Princeton University, Bryn Mawr, Haverford, Rutgers, and Swarthmore, the society sent its secretary to England to study the movement there and make a report, and submit plans of organization.

The services of Mr. Richard G. Moulton of Cambridge, England, were secured, and, aided by professors from the above institutions, systematic instruction was undertaken at several different points in November, 1890. The success far exceeded all anticipations. Over forty courses of instruction, embracing two hundred and fifty lectures, were given, with an aggregate attendance of over 50,000, thus surpassing all English records. The demand for courses from a distance was so great that it could not be met.

As a consequence of this experience it was determined to establish a national society to aid in the inauguration and prosecution of this great work, and to do, as far as possible, for the country at large, what the local society has done for Philadelphia. The co-operation of a large number of representative institutions was assured from the outset, and the number of institutions committed to the movement is rapidly increasing.

The American society proposes to collect information as to the experiments now going on in this work in the various parts of the world, and make it accessible to all who are interested in this movement. It will, as far as possible, form branch societies to take up and push the work in and around their localities. It will try to secure a staff of persons trained by actual experience in organizing and lecturing, who may be placed at the disposal of the local societies to assist them in organizing and prosecuting the work. It will strive to make every college and university in the country a centre of university extension.

It is confidently believed that university extension will not only aid greatly the progress of popular education by affording vastly increased facilities for study, but will also benefit the colleges and universities by exciting a wide-spread interest in the work.

The association proposes to publish a journal, to be called *University Extension*, which will serve as a medium of communication between the national society and the local branches, and will give full information as to the progress of the work in all parts of the country.

To do this work efficiently will require large funds. The only sources of income at present are the fees of members (\$5 annual fee, \$50 life-membership fee) and the voluntary contributions of friends of the movement. The membership fee and all other contributions may be sent, payable to the order of Frederick B. Miles, Treasurer of the American Society for the Extension of University Teaching, 1602 Chestnut Street, Philadelphia. All other communications should be sent to the General Secretary, George Henderson, 1602 Chestnut Street.

NOTES AND NEWS.

BEGINNING with the class entering in September, 1892, the regular course necessary to obtain the degree of M.D. at the Harvard Medical School will be four years. A similar change in the course of medical study is proposed at the University of Pennsylvania.

— Mr. James E. Keeler has been appointed director of the Allegheny Observatory, succeeding Mr. S. P. Langley, secretary of the Smithsonian Institution, who recently resigned the directorship of the observatory.

— The Kenwood Physical Observatory, Forty-sixth Street and Drexel Boulevard, Chicago, will be dedicated on Monday evening, June 15, at eight o'clock. Addresses will be delivered by Professor C. A. Young of Princeton, Professor G. W. Hough, and others.

— A special inquiry was made in the census of last year as to the vital statistics of the Jews in this country. Returns were received from 10,618 Jewish families, representing 60,630 persons.