

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1928, No. 3

COLLEGE AND UNIVERSITY
EXTENSION HELPS IN
ADULT EDUCATION

BY

L. R. ALDERMAN
SPECIALIST IN ADULT EDUCATION
BUREAU OF EDUCATION



UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON
1928

**ADDITIONAL COPIES
OF THIS PUBLICATION MAY BE PROCURED FROM
THE SUPERINTENDENT OF DOCUMENTS
U. S. GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C**

**AT
10 CENTS PER COPY**

CONTENTS

	Page
Letter of transmittal.....	iv
Introduction.....	1
Extension activities in educational institutions (table).....	4
Correspondence study courses.....	13
Public information and package library service.....	18
Home reading courses.....	20
Publications educational in nature.....	21
Class work outside of institutions.....	21
Courses offered through class work outside of institutions.....	22
Public lectures and lyceums.....	29
Visual instruction.....	30
Institutes, conferences, and short courses.....	30
Parent-teacher association or other club service.....	31
Community drama.....	31
Community centers or community service.....	32
Radio.....	32
Promotion of debates.....	35

iii

LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,

BUREAU OF EDUCATION,

Washington, D. C., March 19, 1928.

SIR: Colleges and universities, through extension methods, are beginning to meet the demands of many people who are in need of guidance but who, by reason of being employed during the major part of their time, are not in position to attend institutions.

The Bureau of Education has, from time to time, published reports giving the scope and types of extension work offered by leading colleges and universities of the country. The demand for these reports suggested to me that the Bureau of Education should furnish information as to what all colleges and universities have to offer in the field of adult education. The accompanying material was prepared at my request by Mr. L. R. Alderman, specialist in adult education. I recommend that it be published as a bulletin of the Bureau of Education, Department of the Interior.

Respectfully submitted.

JNO. J. TIGERT, *Commissioner.*

The SECRETARY OF THE INTERIOR.

IV

COLLEGE AND UNIVERSITY EXTENSION HELPS IN ADULT EDUCATION

The American people have more leisure than ever before. This leisure is the fruit of the organization of society and of labor-saving machinery. What is to be done with it is probably the most important question in America to-day. If the free time is spent by individuals in self-improvement and in learning how to cooperate with others, civilization will improve and democracy will be strengthened. To the degree that leisure is not well spent individuals and civilization will decline, as they did in former periods of history when leisure was spent in self-indulgence.

It is most important that all agencies which tend to encourage the individual to develop himself during adulthood, as well as in youth, should be strengthened. Among the foremost agencies that give promise in the education of adults is university extension. The general public has much to gain by an investigation of what educational institutions have to offer. As an illustration of this fact the writer, a short time ago, was in a city which is the home of a well-known educational institution. He was invited by a friend, a business man, to attend a lecture on applied psychology, by an itinerant lecturer. The lecture hall was filled with business men and women each of whom had paid \$40 for a series of lectures running through four weeks. The lecture was full of platitudes and promises. The lecturer is said to have received \$10,000 in one month for psychological information and misinformation.

There were in the local institution mentioned two nationally known psychologists either of whom not only knew much more psychology but was a more entertaining speaker than the itinerant, self-advertised lecturer. If these business men and women had known the facts, they would have used their own institution and gotten a reliable leader in the study of psychology. The pity of the situation is, not that their money was wasted, but that each person who took this course of pseudo-lectures thinks that he knows much about the subject when, as a matter of fact, he has received misinformation and misdirection which will merely increase the difficulty of any later study he may attempt on this subject.

The purpose of this bulletin is to make available information as to what and where college and university help through extension methods may be had. The information here given was gathered,

in the main, by means of a questionnaire sent to all colleges and universities in the United States, and by an examination of catalogues. The study shows that many educational institutions of higher learning are giving extension work.

The two kinds of extension work most in demand are work by correspondence and work in classes held outside of the institutions. These two kinds of work are what is usually meant when people speak of university extension. However, this study shows that there is a wide variety of extension activities in addition to the two mentioned. No doubt the reader will be greatly impressed with the scope of this work, which is growing constantly on account of the ever-increasing number of adults who have need for guidance in their study programs.

One does not need to have had any college work or even to have finished high school in order to enroll for noncredit courses through college or university extension. In the main, colleges and universities endeavor to duplicate their residence work through extension methods, but there is also a tendency to render any educational service for which there is a demand and for which they are equipped.

One needing help in elementary subjects should not look to the college or university, but to the evening school of the town or city in which he resides. In some cases where no evening school is organized, if a group of 15 or more people ask for class work, through the city superintendent of schools, they are likely to have their request granted.

Work done by extension, either through correspondence study or in classes outside of the institution, may be credited toward a degree in many colleges and universities. The amount of credit that can be earned by extension work varies among institutions. In general, institutions that offer courses by this method permit from one-fourth to one-half of the work necessary for a bachelor's degree to be earned by correspondence. There is a tendency to be more liberal in this regard for class work taken outside of the institution.

Most colleges and universities record credit in terms of semester hours. A semester hour is supposed to be equivalent to one hour of class instruction per week for 18 weeks, including the periods taken for class organization at the beginning of the work and for examination at the close. In general, a semester hour means 16 actual class hours of instruction, exclusive of the periods devoted to organization and examination.

Many institutions offer through extension a great variety of work for which no credit is granted. This may be because no credit is desired, or because the subject matter is not of college grade, or because it is not continuous enough to be worthy of credit.

The cost to the extension student for correspondence courses or class work outside of the institution varies greatly among the different

institutions. The student, however, will find that as a rule the fees are relatively small. Even if an institution attempts to make its extension department self-supporting, the fees, in most cases, do not include any part of the institution's overhead expenses.

The possibilities of extension work are so great in every State that all agencies engaged in such work would do well to organize for cooperative effort. Such an organization, in which the State department of education should be represented, might mobilize teaching talent and apply it where it is most needed. It is surprising what a strong appeal teaching makes to most people with specialized training. Many specialists who would not under any consideration take a regular teaching position would be willing to teach a group if the time and place could be suited to their convenience.

The reader who desires help from any college or university should first look at the column heads of the table here given to see the kinds of extension services listed. He should then look down the column in which he is interested to see what institutions have an "X" opposite their names. The "X" indicates that this institution reported that it gives this particular service. To secure fuller information or to enroll for this particular service, one should write to the institution, or institutions, directly and not to the Bureau of Education.

UNIVERSITY EXTENSION AND ADULT EDUCATION

Extension activities in educational institutions

Location	Institution	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
		Correspondence courses	Public information (including package library service)	Home reading courses	Publications educational in nature	Class instruction of institute	Public lectures and symposiums	Visual instruction	Institutes conferences, short courses	Parent-teacher association or other club service	Community drama	Community center	Radio	Promotion of debates			
Alabama:																	
Athens	Athens College																
Auburn	Alabama Polytechnic Institute																
Birmingham	Birmingham Southern College																
Do	Howard College																
Spring Hill	Spring Hill College																
University	University of Alabama																
Alaska:																	
Fairbanks	University of Alaska																
Arizona:																	
Phoenix	Phoenix Junior College																
Tucson	University of Arizona																
Arkansas:																	
Clarksville	The College of the Ozarks																
Conway	Central College																
Do	Hendrix College																
Fayetteville	University of Arkansas																
California:																	
Berkeley	University of California																
Claremont	Pomona College																
Eureka	Eureka Junior College																
Los Angeles	Occidental College																
Do	University of California at Los Angeles																
Oakland	St. Mary's College																
Ontario	Ontario Junior College																
Pasadena	California Institute of Technology																
Do	Pasadena Junior College																
Do	Pomona Junior College																
Pomona	Sacramento Junior College																
Sacramento	Santa Ana Junior College																
Santa Ana	Santa Maria Junior College																
Santa Maria	Stockton College of the Pacific																
Stockton	University of Colorado																
Colorado:																	
Boulder	Colorado College																
Colorado Springs	Colorado College																

Extension activities in educational institutions—Continued

Location	Institution	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
		Correspondence courses	Public information (including package library service)	Home reading courses	Publications educational in nature	Class instruction outside of institution	Public lectures and symposiums	Visual instruction	Institutional conferences and short courses	Parasit-teacher association or other club service	Community drama	Community center	Radio	Promotion of debates			
Indiana—Continued.																	
Hanover	Hanover College																
Huntington	Huntington College																
La Fayette	Purdue University					X											
North Manchester	Manchester College	X															
Oakland City	Oakland City College	X															
Richmond	Earlham College																
St. Mary-of-the-Woods	St. Mary-of-the-Woods College																
Iowa:																	
Ames	Iowa State College of Agriculture and Mechanic Arts		X														
Burlington	Burlington Junior College																
Davenport	St. Ambrose College					X											
Dubuque	University of Dubuque	X															
Fairfield	Parsons College	X															
Fayette	Upper Iowa University	X															
Iowa City	University of Iowa	X															
Low Falls	Ellsworth College	X															
Lamoni	Graceland College	X															
Le Mars	Western Union College	X															
Pella	Central College																
Kansas:																	
Atchison	St. Benedict's College																
Hampton	Hampton College	X															
Lawrence	University of Kansas	X															
Manhattan	Kansas State Agricultural College	X															
Ottawa	Ottawa University	X															
Topoka	Washburn College	X															
Wichita	Friends University																
Do.	Municipal University of Wichita																
Winfield	Southwestern College																
Kentucky:																	
Berea	Berea College																
Lexington	University of Kentucky	X															

UNIVERSITY EXTENSION AND ADULT EDUCATION

Extension activities in educational institutions—Continued

Location	Institution	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Correspondence courses	Public information (including reading courses, library service)	Home reading courses	Publications educational in nature	Class instruction outside of institution	Public lectures and symposia	Visual instruction	Institutes, conferences, and short courses	Parent-teacher association or other club service	Community drama	Community center	Radio	Promotion of debates		
Missouri—Continued.																
Payette.....	Central College.....															
Fulton.....	Westminster College.....						X						X			X
Do.....	William Woods College.....						X						X			X
Marble Hill.....	Will Mayfield College.....						X						X			X
Marshall.....	Missouri Valley College.....													X		X
Parkville.....	Park College.....													X		X
St. Louis.....	St. Louis University.....						X							X		X
Do.....	Washington University.....						X							X		X
Montana.....																
Bozeman.....	Montana State College of Agriculture and Mechanic Arts.....		X				X									
Butte.....	State School of Mines.....						X									
Helena.....	Intermountain Union College.....	X														
Missoula.....	State University of Montana.....	X														
Nebraska.....																
College View.....	Union College.....															
Fremont.....	Midland College.....															
Grand Island.....	Grand Island College.....				X											
Hastings.....	Hastings College.....	X														
Omaha.....	University of Omaha.....	X														
Lincoln.....	University of Nebraska.....	X														
Nevada.....																
Reno.....	University of Nevada.....		X													
New Hampshire.....																
Durham.....	University of New Hampshire.....		X													
Hemlock.....	Dartmouth College.....															
New Jersey.....																
New Brunswick.....	Rutgers University.....	X														
South Orange.....	Seton Hall College.....															
New Mexico.....																
Albuquerque.....	University of New Mexico.....															
State College.....	New Mexico College of Agriculture and Mechanic Arts.....	X														

Extension activities in educational institutions—Continued

Location	Institution	3	4	5	6	7	8	9	10	11	12	13	14	15
		Correspondence courses	Public information (including package library service)	Home reading courses	Publications educational in nature	Class instruction outside of institution	Public lectures and symposia	Visual instruction	Institutes, conferences, and short courses	Parent-teacher association or other club service	Community drama	Community center	Radio	Promotion of debates
Oklahoma:														
Norman	University of Oklahoma	X	X	X	X	X	X	X	X	X	X	X	X	X
Oklahoma City	Oklahoma City University	X	X	X	X	X	X	X	X	X	X	X	X	X
Shawnee	Oklahoma Baptist University	X	X	X	X	X	X	X	X	X	X	X	X	X
Stillwater	Oklahoma Agricultural and Mechanical College	X	X	X	X	X	X	X	X	X	X	X	X	X
Oregon:														
Albany	Albany College	X	X	X	X	X	X	X	X	X	X	X	X	X
Corvallis	Oregon Agricultural College	X	X	X	X	X	X	X	X	X	X	X	X	X
Eugene	University of Oregon	X	X	X	X	X	X	X	X	X	X	X	X	X
Forest Grove	Pacific University	X	X	X	X	X	X	X	X	X	X	X	X	X
Newberg	Pacific College	X	X	X	X	X	X	X	X	X	X	X	X	X
Portland	Columbia University	X	X	X	X	X	X	X	X	X	X	X	X	X
Salem	Willamette University	X	X	X	X	X	X	X	X	X	X	X	X	X
Pennsylvania:														
Allentown	Muhlenberg College	X	X	X	X	X	X	X	X	X	X	X	X	X
Annapolis	Lebanon Valley College	X	X	X	X	X	X	X	X	X	X	X	X	X
Beaver Falls	Geneva College	X	X	X	X	X	X	X	X	X	X	X	X	X
Bethlehem	Lehigh University	X	X	X	X	X	X	X	X	X	X	X	X	X
Easton	Lafayette College	X	X	X	X	X	X	X	X	X	X	X	X	X
Elizabethton	Elizabethton College	X	X	X	X	X	X	X	X	X	X	X	X	X
Greenville	Thiel College	X	X	X	X	X	X	X	X	X	X	X	X	X
Grove City	Grove City College	X	X	X	X	X	X	X	X	X	X	X	X	X
Immaculata	Villa Maria College	X	X	X	X	X	X	X	X	X	X	X	X	X
Lewistown	Bucknell University	X	X	X	X	X	X	X	X	X	X	X	X	X
Lancaster University	Lincoln University	X	X	X	X	X	X	X	X	X	X	X	X	X
Loretta	St. Francis College	X	X	X	X	X	X	X	X	X	X	X	X	X
Mont Alto	Pennsylvania State Forest School	X	X	X	X	X	X	X	X	X	X	X	X	X
Philadelphia	Temple University	X	X	X	X	X	X	X	X	X	X	X	X	X
Do.	University of Pennsylvania	X	X	X	X	X	X	X	X	X	X	X	X	X
Pittsburgh	Carnegie Institute of Technology	X	X	X	X	X	X	X	X	X	X	X	X	X
Do.	Pennsylvania College for Women	X	X	X	X	X	X	X	X	X	X	X	X	X
Do.	University of Pittsburgh	X	X	X	X	X	X	X	X	X	X	X	X	X
Seranton	Marywood College	X	X	X	X	X	X	X	X	X	X	X	X	X
Salinsgrove	Susquehanna University	X	X	X	X	X	X	X	X	X	X	X	X	X
State College	Pennsylvania State College	X	X	X	X	X	X	X	X	X	X	X	X	X
Washington	Washington and Jefferson College	X	X	X	X	X	X	X	X	X	X	X	X	X

Extension activities in educational institutions—Continued

Location	Institution	3	4	5	6	7	8	9	10	11	12	13	14	15
		Correspondence courses	Public information (including package library service)	Home reading courses	Publications educational in nature	Class instruction outside of institution	Public lectures and symposiums	Visual instruction	Institutes, conferences, and short courses	Parent-teacher association or other club service	Community drama center	Community center	Radio	Promotion of debates
Texas—Continued. Stephenville.....	John Tarleton Agricultural College.....													
Utah:	Baylor University.....	X X			X	X X	X		X		X			X
Ephraim.....	Snow Junior College.....	X	X			X	X		X					X
Logan.....	Agricultural College of Utah.....	X				X	X		X					X
Provo.....	Brigham Young University.....	X	X	X	X	X	X	X	X					X
Salt Lake City.....	University of Utah.....	X	X	X	X	X	X	X	X					X
Vermont:	University of Vermont.....				X	X	X		X					X
Burlington.....	Norwich University.....													X
Northfield.....														X
Virginia:														
Blacksburg.....	Virginia Agricultural and Mechanical College and Polytechnic Institute.....								X					
Bristol.....	Sullins College.....								X					
Charlottesville.....	University of Virginia.....		X	X	X	X	X	X	X					X X
Emory.....	Emory and Henry College.....			X		X	X		X					X X
Hollins.....	Hollins College.....								X					X X
Richmond.....	Virginia Union University.....								X					X X
Salem.....	Roanoke College.....					X X X	X X		X					X X
Williamsburg.....	College of William and Mary.....					X X X	X X		X					X X
Washington:														
Pullman.....	State College of Washington.....	X X	X	X		X X X	X X	X	X X X	X		X		X
Seattle.....	University of Washington.....								X X X					X
Tacoma.....	College of Puget Sound.....								X X X					X
West Virginia:														
Elkins.....	Davis and Elkins College.....					X X X X	X X X		X					X
Montgomery.....	New River State School.....	X	X			X X X X	X X X		X					X X
Morgantown.....	West Virginia University.....	X	X			X X X X	X X X		X					X X
Salem.....	Salem College.....	X				X								X X
Wisconsin:														
Madison.....	University of Wisconsin.....	X	X	X	X	X	X	X	X					X X
Milton.....	The Milton College.....	X				X			X					X X
Wyoming:														
Laramie.....	University of Wyoming.....	X			X	X	X	X	X				X	X

Correspondence Study Courses

Some of the outstanding advantages of study by correspondence are:

- (1) The student may advance as rapidly as his time, ability, and industry will warrant. No time is wasted waiting for others.
- (2) As all lessons are written, one is sure to get good practice in written expression.
- (3) A much wider range of subjects is offered than through class work outside of the institution, as the latter entails the necessity of finding a group of people who desire to study the same subject at the same time.

A correspondence course in almost any subject desired may be had through some institution in the country. State lines are not necessarily barriers in correspondence work.

One not familiar with modern university correspondence courses would do well to examine them so as to see how clearly the assignments are made out and how carefully the difficulties are explained. The criticisms by the instructor, after reading the papers submitted by students, are usually very definite and helpful. Many institutions continue their services in the field during the summer months; so school is never "out" for the correspondence student. If one can but master himself well enough to succeed by correspondence methods, he has attained those qualities of independent effort which make a student into a scholar.

The information given in the following paragraphs will give an idea of the wealth of courses offered by correspondence:

COURSES GIVEN THROUGH CORRESPONDENCE

(Locations of institutions may be found in table on page 4)

ALABAMA:

University of Alabama.—Chemistry, economics, education, English, history, mathematics, modern languages, philosophy, political science.

ARIZONA:

University of Arizona.—Agriculture, astronomy, classical languages, economics, education, English, French, geology, German, history, history of music, home economics, mathematics, political science, psychology, Spanish.

ARKANSAS:

University of Arkansas.—Astronomy, chemistry, drawing, economics, education, engineering, English, French, German, history, home economics, journalism, Latin, mathematics, music, philosophy, psychology, sociology, Spanish.

CALIFORNIA:

Chaffey Mission High School and Ontario Junior College.—General high-school course for a few students who reside on the desert and have no high-school advantages.

St. Mary's College.—English, history, poetry.

University of California.—Americanization, architecture, arithmetic, art, astronomy, biology, civics, drawing, economics, education, engineering, English,

French, geography, geometry, Greek, Italian, journalism, law, mathematics, mineralogy, music, parliamentary procedure, philosophy, physical education, physics, political science, scientific motherhood, Slavic languages, Spanish, zoology.

University of California at Los Angeles.—Real estate methods, law.

COLORADO:

University of Colorado.—Courses in the college of arts and sciences, the college of education, school of business administration, the college of music, the college of engineering.

DISTRICT OF COLUMBIA:

Catholic Sisters College.—Education, French, German, Latin.

FLORIDA:

University of Florida.—Agriculture, arts and sciences, education, engineering.

GEORGIA:

South Georgia Agricultural and Mechanical College.—English, education, history.

Georgia State College of Agriculture.—Agriculture, home economics, hygiene, zootechnics.

IDAHO:

University of Idaho.—Representative courses in most departments.

ILLINOIS:

Bradley Polytechnic Institute.—Art, business administration, drafting, economics, education, English, history, mathematics, political science, sociology, woodwork.

Eureka College.—History—Ancient, medieval, modern, United States.

Greenville College.—American history, art appreciation, education, educational psychology, human geography, human physiology, principles of economy, principles of rhetoric, sociology.

North Central College.—Bible, education, English, history, psychology.

University of Chicago.—More than 450 courses.

Rosary College.—Algebra, English composition, history of education, medieval history, trigonometry.

INDIANA:

DePauw University.—Educational tests and measurements.

Indiana University.—American literature, astronomy, Bible, commerce, comparative philology, drama, economics and sociology, education, English, French, geology, German, history, home economics, hygiene, journalism, methods, music, philosophy, poetry, political science, psychology, Spanish, Shakespeare, the novel.

Manchester College.—Bible, economics, principles of teaching, rural sociology.

Oakland City College.—Economics, education, English, history, mathematics, science, sociology.

IOWA:

Ellsworth College.—Education, English, history.

Graceland College.—Commercial subjects, education, English, history, Latin, mathematics, religion.

Iowa State College of Agriculture and Mechanic Arts.—Elements of mechanics, gas engines, heating, mathematics, mechanical drawing, steam boilers, strength of materials, ventilating.

Parsons College.—American literature, education, Greek civilization, history, Latin.

University of Dubuque.—Theology.

University of Iowa.—Commerce, economics, education, English, history, journalism, mathematics, mechanical drawing, modern languages, philosophy.

Upper Iowa University.—Astronomy, biology, bookkeeping, education and psychology, English, eugenics, general botany, general zoology, history, Latin, literature, mathematics, religious education, romance languages, romanticism in England, rural sociology.

KANSAS:

Hesston College.—College preparatory courses in algebra, Bible, English, German, history, Latin.

Kansas State Agricultural College.—Agriculture and home economics.

University of Kansas.—Accounting principles, astronomy, bookkeeping, chemistry, economics, education, engineering, English, entomology, geology, German, Hispanic languages, history, home economics, journalism, Latin, law, mathematics, music, philosophy, physics, physiology, political science, public speaking, romance languages, special courses for the retail merchant in retail advertising, salesmanship, sociology.

Washburn College.—Work limited to juniors and seniors. Courses may be taken from regular instructors in nonlaboratory subjects when for personal or schedule reasons they may not be taken in residence.

KENTUCKY:

Sacred Heart Junior College.—Advanced German, college rhetoric and composition, European history, Latin.

Simmons University.—English, history, mathematics, social sciences.

University of Kentucky.—Education, English, economics, history, mathematics, modern languages, political science, sociology.

LOUISIANA:

Louisiana State University.—Agricultural legislation, American literature, astronomy, botany, Browning, comparative literature, drama, economics, educational measurement, English, eugenics, farm management, French, geology, German, government, heredity, history, history of American education, journalism, methods, music, organic evolution, physics, psychology, school administration, Shakespeare, sociology, Spanish, theory and art of teaching, Tennyson, zoology.

MAINE:

University of Maine.—Agricultural economics and farm management, agronomy, animal industry, astronomy, botany, commercial subjects, drawing, education, engineering, English, home economics, mathematics, parliamentary law, psychology, religious education.

MARYLAND:

University of Maryland.—Agriculture.

MASSACHUSETTS:

Clark University.—Teaching of geography.

Massachusetts Agricultural College.—Animal husbandry, farm management, fruit and vegetable growing, gardening, home food preservation, marketing, soil and soil-improvement.

Division of University Extension, Massachusetts State Department of Education.—All subjects for which there is sufficient demand. The list of subjects is too large to print here. One interested should write to the division mentioned for material.

MINNESOTA:

Augsburg Seminary.—English for pastors.

University of Minnesota.—Astronomy, business, economics, education, English, French, German, Greek, history, Italian, journalism, Latin, mathematics, music,

Norwegian, physics, political science, psychology, rhetoric, sociology, Spanish, Swedish.

MISSISSIPPI:

Millsaps College.—Courses given only on urgent need. In 1926 gave education and Greek.

MISSOURI:

University of Missouri.—Archaeology, astronomy, chemistry, drawing, economics, education, English, French, German, history, home economics, Latin, mathematics, physics, physiology, psychology, political science, sociology, Spanish, zoology.

MONTANA:

Intermountain Union College.—Economics, financial organization, history, labor problems, short story, sociology.

State University of Montana.—Biology, business, economics, education, English, geology, home economics, history, Latin, mathematics, modern languages, music, pharmacy, political science.

NEBRASKA:

Grand Island College.—Bible, economics, education, history.

Hastings College.—In English—Shakespeare, Victorian age, contemporary literature; in history—medieval, modern, American; in political science—American government, economics.

University of Nebraska.—Agriculture, business administration, education, engineering.

NEW JERSEY:

Rutgers University.—Education.

NEW MEXICO:

New Mexico College of Agriculture and Mechanic Arts.—Agriculture, home demonstrations, home economics, marketing.

NEW YORK:

Columbia University.—Comparative literature, economics, drama, general business, high-school subjects, history, household accounting, languages, philosophy, photoplays, psychology, public service, religion, secretarial work, short-story writing, technical subjects.

New York State College of Agriculture.—Agriculture, dairying, poultry husbandry, fruit and flower growing, vegetable crops.

NORTH CAROLINA:

College of St. Genevieve of the Pines.—All courses offered in residence except advanced work in science and mathematics, where laboratory and class work are essential.

University of North Carolina.—Over 150 university courses, including commerce, education, English, geology, German, history, Latin, mathematics, music, psychology, romance languages, rural social science, sociology.

NORTH DAKOTA:

Jamestown College.—Courses given in cooperation with State University.

North Dakota Agricultural College.—Agriculture and home economics.

University of North Dakota.—Practically all courses offered in residence.

OHIO:

Cedarville College.—Psychology, social sciences.

Ohio University.—Agriculture, biology, botany, civil engineering, commerce, education, English, geography, geology, history, philosophy, ethics, mathematics, physical education, physics, electrical engineering, psychology, sociology.

Rio Grande College.—Theology.

St. John's University.—College academic courses.

University of Cincinnati.—Botany, economics, education, history, literature, physical education, racial studies.

OKLAHOMA:

Oklahoma Baptist University.—Courses given in cooperation with State University.

Oklahoma City University.—High school and college courses.

University of Oklahoma.—Agriculture, astronomy, bookkeeping, economics, education, engineering, English, fine arts, geography, government, Greek, history, home economics, Latin, mathematics, mechanical drawing, modern languages, music, philosophy, physics, physiology, psychology, religious education, sociology, zoology.

OREGON:

Oregon Agricultural College.—Agriculture and home economics.

University of Oregon.—Botany, business administration, drawing, economics, education, English and American literature, French, geology, German, history, mathematics, physics, physiology, psychology, sociology, Spanish.

PENNSYLVANIA:

Elizabethton College.—Education.

Geneva College.—Bible, English, French.

Pennsylvania State College.—Practically all courses offered in residence.

Temple University.—Graduate work in theology.

Villa Maria College.—Guidance education, introduction to high-school teaching, teaching of civics, teaching of Latin prose.

SOUTH DAKOTA:

Sioux Falls College.—General college courses, professional courses, teachers' college courses.

University of South Dakota.—Education, English, languages, mathematics, psychology, science, social sciences.

TENNESSEE:

Bethel College.—Bible, college algebra, college rhetoric, economics, education, geography, grammar, history, Latin, modern American literature, philosophy, psychology, romanticism, sociology, trigonometry.

Johnson Bible College.—Bible.

Lane College.—English, theology.

Union University.—Regular courses in college of arts and sciences.

University of Tennessee.—Secondary school and vocational subjects.

TEXAS:

Agricultural and Mechanical College of Texas.—Agriculture and home economics.

Baylor University.—Bible, commerce, economics, education, English, foreign languages, history, political science, science, sociology.

Decatur Baptist College.—Bible, education, English, history.

Howard Payne College.—Drawing, economics, education, English, geology, government, history, philosophy, public speaking, sociology, Spanish.

John Tarleton Agricultural College.—Algebra, advanced American history, composition, economics, education, English, geology, history of modern Europe, Latin, mechanical drawing, sociology, solid geometry, Spanish, trigonometry.

Kidd-Key College and Conservatory.—Algebra, Bible, education, history, Latin.

Simmons University.—Practically all courses except those in science which include laboratory work.

Southern Methodist University.—Bible, biology, economics, education, English, geology, German, government, history, journalism, mathematics, music, philosophy, psychology, sociology, Spanish, zoology.

Southwestern University.—Economics, political science, sociology, Spanish, Spanish history.

University of Texas.—American literature, anthropology, architecture, Bible, botany, economics, education, English, French, geology, German, government, Greek, history, journalism, Latin, mathematics, philosophy, psychology, public speaking, Spanish.

UTAH:

Agricultural College of Utah.—Agriculture, education, home economics.

Brigham Young University.—Practically all courses offered in residence.

Snow Junior College.—Agriculture, American literature, education, engineering, health, school organization and supervision.

University of Utah.—Business English, economics, education, English, history, mathematics, music, natural science, philosophy, physical education, physical welfare, physics, political science, psychology, sociology, western history, zoology.

WASHINGTON:

State College of Washington.—Economics, education, English, foreign languages, history, manual arts, mathematics, psychology, science, secretarial science, sociology.

University of Washington.—Practically all courses offered in residence.

WEST VIRGINIA:

New River State College.—High school courses in agriculture, arithmetic, civics, English, history, hygiene. No college courses given by correspondence.

Salem College.—American history, history of education, principles of education, rural sociology, school of hygiene.

WISCONSIN:

University of Wisconsin.—Astronomy, botany, business, chemistry, drawing, economics, education, engineering, English, teachers' review courses, French, general science, geology, geography, German, Greek, health, Hebrew, history, industrial subjects, Italian, Latin, library methods, manual arts, mathematics, mechanics, meteorology, music, pharmacy, philosophy, physical education, physics, political economy, political science, pulp and paper manufacture, roads and pavements, sociology, Spanish, surveying, and various grouped courses for combined studies in a given field of interest.

WYOMING:

University of Wyoming.—Agriculture, botany, commerce, education, English, home economics, history, Latin, modern languages, mathematics, mining, political economy, political science, psychology, social science.

Public Information and Package Library Service

(Library service, packet libraries, public discussion)

Fifty-nine colleges and universities in 23 States, Hawaii, and the Philippine Islands report that they are rendering an information service for the public. This consists of searching out and distributing facts and ideas from the many sources available at the institutions. In this connection three distinct forms of service are offered:

(1) *Library service.*—College and university libraries are, so far as possible, extending their library service to all who request it. If a State has not a library system, these institutional libraries supply the demand upon them so far as their limited funds will permit. If

there is a State library system, these college and university libraries render a specialized service by furnishing organized study materials to individuals and to study groups.

(2) *Package libraries.*—These libraries are made up largely of magazine clippings which are selected from current issues of pamphlets and reports. Some of the libraries collect and send packages on more than 1,000 subjects. These packages are lent to libraries and adult citizens usually for periods of two weeks, but they may be kept longer if necessary. In most of the universities and colleges there is no charge in connection with this service, except for mailing the materials.

The library package service of the University of Arizona extension division sends out to schools, clubs, and other organizations much material of the nature described.

The bureau of library extension service of the University of Michigan reaches, through its package library system, a larger number of people throughout the State than does any other bureau of the extension division of that institution.

At the University of Virginia, the bureau of package libraries during the year 1925-26 lent 404 packages on 76 different subjects to 361 borrowers. There was issued a total of 6,464 items of material consisting of typewritten extracts, clippings, pamphlets, and books. The borrowers, located in 73 counties of the State, were not the only users of these packets, as reports showed that the average number of persons using them was estimated at 15. The total number of persons served, therefore, was about 6,060.

(3) *Public discussion.*—To supplement the assistance given through their library and package library service, the extension divisions frequently prepare, for the use of public speakers and discussion groups, lists of important subjects, bibliographies, and study outlines. This material is gathered from authoritative sources on such subjects as municipal government, child welfare, public health, civics.

Through its public discussion bureau the extension division of the University of Florida assists in the development of the community forum by lending material on current questions and problems and offering suggestions to organizations as to suitable programs.

The bureau of public discussion of the University of North Carolina, for a nominal fee, gives much assistance to women's clubs by offering suggestions and furnishing aids for their programs. These aids include study outlines, reference material for papers, plays for production or reading, book reviews, Victrola records, books, and pamphlets. The fact that 702 clubs took advantage of this service during 1926-27 is an indication of its usefulness.

Home Reading Courses

One of the main reasons why men and women do not continue their education at home is that they fail to discover sources through which they may obtain the necessary guidance for systematic study. In order to help meet the demand for just such specific guidance, directed reading courses are given by many college and university extension divisions. The fact that one college enrolled 1,700 alumni for such reading courses in one year well illustrates the valuable assistance which this service may render.

Thirty-seven institutions report that they provide home reading courses. The types of courses offered are one or more of the following: (1) The reading courses of the United States Bureau of Education; (2) the "Reading With a Purpose" courses of the American Library Association; (3) courses prepared by the institutions themselves. The following descriptions of the reading courses mentioned are of interest:

(1) The United States Bureau of Education offers 31 reading courses. An explanation as to the plan of No. 31, The Appreciation of Music, will give an idea of the method followed in these courses. This number contains, first, a short introduction on the appreciation of music and, second, a list of books for suggested reading, with a brief annotation of the contents of each book recommended. The full list of reading courses issued by the bureau follows:

(1) World's Great Literary Bibles; (2) Great Literature, Ancient, Medieval, and Modern; (3) Reading Course for Parents; (4) Reading Course for Boys; (5) Reading Course for Girls; (6) Thirty Books of Great Fiction; (7) Thirty World Heroes; (8) American Literature; (9) Thirty Great Americans; (10) American History; (11) France and Her History; (12) Heroes of American Democracy; (13) The Call of Blue Waters; (14) Iron and Steel; (15) Shipbuilding; (16) Machine Shop Work; (17) Foreign Trade; (18) Dante; (19) Master Builders of To-day; (20) Teaching; (21) Twenty Good Books for Parents; (22) Agriculture and Country Life; (23) How to Know Architecture; (24) Citizenship and Government; (25) Pathways to Health; (26) Sixty Selected Stories for Boys and Girls; (27) Poetical Literature for Boys and Girls; (28) Kindergarten Ideals in the Home and School; (29) The Pre-School Child; (30) Forty Books for Boys and Girls; (31) The Appreciation of Music.

(2) The aim of the American Library Association, in its series "Reading With a Purpose," is to aid readers in various fields who are looking for direction. Short reviews of the books to be read are given in each list, such reviews being written in a manner to arouse the interest of the reader. The lists are carefully made and are rendering a valuable service. Among the available subjects in the series are the following:

Biology; English Literature; Ten Pivotal Figures of History; Some Great American Books; Frontiers of Knowledge; Ears to Hear; A Guide for Music Lovers; Sociology and Social Problems; The Physical Sciences; Conflicts in

American Public Opinion; Psychology and Its Use; Philosophy; Our Children; Religion in Everyday Life; The Life of Christ; The Appreciation of Sculpture; The Europe of Our Day; The Poetry of Our Own Times; The United States in Recent Times; Pleasure from Pictures; Architecture; The Modern Essay; Americans from Abroad; The French Revolution as Told in Fiction; The Modern Drama; The Stars; The Founders of the Republic. Several new courses in preparation.

(3) Some institutions provide courses of their own on subjects for which there is a demand. The number of these courses is growing constantly. An individual seeking information about reading material would do well to communicate with some institution in his State which offers this service.

Publications Educational in Nature

State universities, land-grant colleges, and a number of other institutions report that they have for general distribution publications educational in nature. The following titles of material as reported by two institutions will give an idea of the character of publications available:

University of Colorado—Practical coal mining; problems in curriculum construction; film news; financing of public higher education in the State; operating expenses of retail grocery stores; cooperative advertising by retail clothing stores in Colorado municipalities.

University of North Carolina—Studies in the history of contemporary Europe; State property tax to aid in the support of an eight-months school term for the State; the South in contemporary literature; studies in southern literature; a study in international one-act plays; studies in the development of the short story.

The Federal Government issues many valuable leaflets, bulletins, and other publications for general distribution. One should write either to the Federal department which has to do with the field of information in which he is interested or to the Superintendent of Documents, Government Printing Office, Washington, D. C., asking for information as to available material on the subject desired.

Class Work Outside of Institutions

Some of the strong points of extension work by means of classes held outside of the institution are as follows:

- (1) The personal guidance and help of the instructor.
- (2) The advantages resulting from discussion. Most people find study with a congenial group not only beneficial but pleasant. Class discussion tends to broaden the views of members of the class.
- (3) The opportunity offered for practice in self-expression and to master the very valuable art of conversation. Dr. George Herbert Palmer, in his classic, *Self-Cultivation in English*, says: "The

supreme and ultimate product of civilization, it has been well said, is two or three persons talking together in a room."

(4) Advantages of a definite class period. The opinions of the instructor and the members of the class are strong factors in influencing an individual to prepare his lessons. In the case of the lesson by correspondence the personal equation is absent and the time for preparation is more elastic. One expresses himself orally in class work, whereas in correspondence he must write out his ideas in detail, which is more difficult for many people.

In every State of the Union there are institutions of higher learning that give class work outside of their own walls. An individual desiring to take work in this way should inquire through his local public school department or through the public library as to what courses are given in that vicinity. If there are no classes provided and he can find a group of 10 or more persons who desire to study the same subject, he should then ask the college or university of his choice to organize such a class and furnish an instructor.

The following tabulation indicates the nature of courses available through class work outside of institutions:

COURSES OFFERED THROUGH CLASS WORK OUTSIDE OF INSTITUTIONS

(Locations of institutions may be found in table on page 4)

ALABAMA:

Alabama Polytechnic Institute.—Agriculture and home economics.

Birmingham-Southern College.—Art, biology, chemistry, economics, education, English, French, Latin, public speaking, Spanish.

Howard College.—Algebra, engineering, French, psychology, Spanish, trigonometry.

Spring Hill College.—Education, ethics, natural science, philosophy.

University of Alabama.—Art, domestic science, economics, education, English, history, modern languages, music, philosophy, political science, sociology.

ARIZONA:

Phoenix Junior College.—The Constitution, general psychology, pharmacy, principles of education, public speaking, short story.

University of Arizona.—Biology, education, English literature, French, history, library methods, philosophy, political science, poetry, sociology, Spanish, visual instruction. (Courses organized on any subject that carries regular university credit, provided 12 or more students request them.)

ARKANSAS:

University of Arkansas.—Education, engineering, English, French, history, mathematics, music, psychology.

CALIFORNIA:

Occidental College.—Biology, botany, economics, education, English, foreign languages, history, philosophy, political science, sociology.

Pasadena Junior College.—Art, commerce, English, home economics, languages, science, social science.

Sacramento Junior College.—Applied art, art appreciation, dramatics, French, history of education, Italian, music, public-school art, public speaking, school law, Spanish.

St. Mary's College.—Algebra, engineering, poetry, vocal expression.

University of California.—Accounting, art, astronomy, automobile study, bookkeeping, civil engineering, civics, commercial law, economics, education, electrical engineering, English composition, English literature, freehand drawing, French, geography, German, Greek, history, hydraulics, instrumental drawing, Italian, journalism, Latin, law, mathematics, mechanical drawing, mechanics, mineralogy, music, parliamentary law, philosophy, physics, playgrounds, political science, radio, retail-store management, Russian, Spanish, surveying, stenography, typewriting, zoology.

University of California at Los Angeles.—Practically all courses offered in residence.

COLORADO:

Loretto Heights College.—English, history, literature, psychology.

University of Colorado.—Advertising, art, education, English, philosophy, psychology, public speaking, salesmanship, short-story writing, Spanish.

University of Denver.—Anthropology, art, botany, education, English, history, mathematics, music, philosophy, psychology, religion, romance languages, speech, zoology.

Colorado Agricultural College.—Agriculture, home economics, marketing.

CONNECTICUT:

Connecticut Agricultural College.—Agriculture, home economics.

DELAWARE:

University of Delaware.—Agriculture, education, home economics.

DISTRICT OF COLUMBIA:

American University.—Graduate work in the arts and sciences, education, philosophy.

Catholic Sisters College.—Methods, philosophy and psychology of education.

George Washington University.—Full university work, both graduate and undergraduate with the exception of work in medicine, to students who are employed during the daytime. Courses held in afternoon and evening.

Georgetown University.—Graduate and undergraduate courses in law and diplomacy.

National University.—Business, law.

FLORIDA:

Rollins College.—French, real estate.

Southern College.—Psychology, public school music, sociology, Spanish.

University of Florida.—Arts and sciences, business administration, education, engineering.

GEORGIA:

Shorter College.—Education, psychology.

HAWAII:

University of Hawaii.—Dressmaking, nursing, psychology for social workers, public health, sociology.

IDAHO:

University of Idaho.—Agriculture, botany, classical languages, economics, education, engineering, English, forestry, French, geology, German, history, home economics, mathematics, mining, philosophy, psychology, Spanish.

ILLINOIS:

Bradley Polytechnic Institute.—Business advertising, economics, education, engineering, drafting, history, mathematics, political science, sociology, woodwork.

Eureka College.—History.

North Central College.—Courses for teachers on Fridays and Saturdays.

St. Procopius College.—Algebra, American history, chemistry, civics, English, geometry, Latin.

University of Chicago.—Regular college courses given in the downtown college.

University of Illinois.—Industrial education, principles and methods of part-time teaching and vocational guidance, survey of vocational education, teaching of related trade subjects, teaching shopwork.

INDIANA:

De Pauw University.—Contemporary dramatists, Europe since 1870, literature of Bible, principles and methods of teaching, recent American history.

Goshen College.—Ancient and modern languages, education, engineering, history, social sciences.

Hanover College.—Bible, economics, education, engineering, English, history, physiography, psychology.

Huntington College.—Special class for teachers.

Indiana University.—Regular courses offered in residence are given by extension, with the exception of laboratory work, law, medicine.

Manchester College.—Bible, Europe since 1870, rural school management.

Oakland City College.—Township institute extension classes.

Purdue University.—Agriculture, engineering, organization and methods of teaching vocational courses.

Evansville College.—Accounting, applied electricity, Bible as literature, botany, business administration, contracts and specifications, finance, religious education, mythology, radio, strength of materials.

IOWA:

Graceland College.—Bible, character education, home building, modern religious thought.

St. Ambrose College.—English, ethics, French, Latin, logic, psychology.

Iowa State College of Agriculture and Mechanic Arts.—Elements of mechanics, foremanship training, gas engines, heating, mathematics, mechanical drawing, steam boilers, strength of materials, ventilating.

KANSAS:

Heaston College.—Economics.

Kansas State Agricultural College.—Education, vocational courses in many subjects.

Municipal University of Wichita.—Accounting, design, economics, ethics, French, freshman composition, geology, problems and project method, Spanish, speech.

Southwestern College.—Literature, public speaking, special class for teachers.

University of Kansas.—Economics, education, English, journalism, public speaking, sociology, Spanish.

KENTUCKY:

Simmons University.—Engineering, French, psychology, Sunday school teacher-training classes.

University of Kentucky.—Economics, education, English, history, political science, sociology.

University of Louisville.—Classes for colored teachers of Louisville in psychology, etc.

LOUISIANA:

Centenary College.—English, history, law, Spanish.

Louisiana State University.—Drawing, education, geology, history, post-graduate medicine, psychology, public speaking, sociology.

New Orleans University.—Classes for public-school teachers.

MAINE:

University of Maine.—Art, history, astronomy, chemistry, civil engineering, economics, education, electrical engineering, English, forestry, French, German, history, home economics, Italian, mathematics, mechanical engineering, philosophy, psychology, public speaking, physics, sociology, Spanish.

MARYLAND:

University of Maryland.—Agriculture, home economics.

MASSACHUSETTS:

Massachusetts Agricultural College.—Agriculture, home economics.

Division of University Extension, Massachusetts State Department of Education.—All subjects for which there is sufficient demand. Arrangement has been made whereby the State Department of Education of Massachusetts has the cooperation of the most of the institutions of higher learning in the State, and class work is given in many places. As new courses are being organized from time to time, one should correspond with the organization mentioned for up-to-date information.

Smith College.—American Government; analysis of musical form; applied chemistry; dramatics; economics; French; harmony; industrial history; interpretation of vocal music, color, and design; personal hygiene; public speaking; public utility; story-telling.

MICHIGAN:

Battle Creek College.—Ethics, modern poetry, principles of economics.

University of Michigan.—Accounting, architecture, art, astronomy, economics, education, English, French, geology, health education, history, hygiene, journalism, mathematics, physics, philosophy, political science, psychology, rhetoric, semantics, sociology.

Michigan State College of Agriculture and Applied Science.—Agriculture, concrete construction, home economics, sociology.

MINNESOTA:

University of Minnesota.—Accounting, art, astronomy, bacteriology, banking and finance, business law, chemistry, economics, education, English, French, geology, German, history, home economics, journalism, mathematics, music, philosophy, political science, psychology, public speaking, rhetoric, Scandinavian, sociology, Spanish.

MISSISSIPPI:

Millsaps College.—Supervised study.

MISSOURI:

St. Louis University.—Education, English, history.

University of Missouri.—Astronomy, chemistry, classical archeology, drawing, economics, education, English, French, German, history, home economics, Latin, mathematics, physics, physiology, political science, psychology, sociology, Spanish, zoology.

Washington University.—Practically all courses offered in residence.

MONTANA:

State School of Mines.—French, geology of petroleum, industrial history, Spanish.

Montana State College of Agriculture and Mechanic Arts.—Agriculture and home economics.

NEBRASKA:

Grand Island College.—Education, English, history, Latin, philosophy, Spanish.

Hastings College.—American Government, child study, economics, English, history, political science, school hygiene.

Midland College.—Advanced English, educational sociology, history of philosophy, principles of education.

University of Omaha.—American literature, banking and commerce, cooking, courses for teachers, economics, English, general high school, geometry, Latin, municipal government.

NEVADA:

University of Nevada.—Agriculture and home economics.

NEW HAMPSHIRE:

University of New Hampshire.—Agriculture and home economics.

NEW JERSEY:

Rutgers University.—Industrial education, teacher training, workers' education.

NEW MEXICO:

University of New Mexico.—American democracy, chemistry, child hygiene, educational problems, experimental psychology, Greek tragedy, modern culture, recreation for women, Shakespeare, tests and measurements.

NEW YORK:

College of Mount St. Vincent.—Courses leading to A. B. and B. S. degrees.

Columbia University.—Agriculture, anthropology, archaeology, architecture, Armenian, astronomy, botany, business, chemistry, Celtic, Chinese, dentistry, drawing, economics and financial economy, engineering, English, fine arts, geology, geography, German, government, Greek, history, Indo-Iranian, Italian, Japanese, journalism, law, library economy, mathematics, music, neurology, philosophy, phonetics, physical education, physics, physiology, Portuguese, practice of medicine, psychiatry, psychology, Rumanian, semitics, Siamese, Slavonic, Spanish, surgery, social science, zoology.

Hamilton College.—Banking, Bible, labor.

Hunter College.—Art, biology, chemistry, classics, commerce and secretarial work, education, English, French, geology, German, history, interior decoration, Italian, mathematics, music, physical education, physics, physiology, social science, Spanish, speech and dramatics, teaching, training for teachers' clerks, X-ray technique.

New York State College of Forestry.—Field trips and demonstrations.

New York University.—Accounting, fine arts, economics, general methods in education, engineering and pre-engineering, English, finance, French, geography, government, household arts, law, management, mathematics, music, precollegiate work, public speaking, short story, travel courses.

Syracuse University.—More than 100 courses given.

St. Lawrence University.—Elementary and secondary instruction and supervision, social psychology.

University of Buffalo.—Education, English composition and rhetoric, principles of design, psychological and social aspects of education, psychology.

Union College.—Business ethics, history, international relations, mathematics, psychology.

NORTH CAROLINA:

Johnson C. Smith University.—Citizenship, classroom tests, education, educational psychology.

Lenoir Rhyne College.—Educational psychology, engineering, geography, government, social education, social pathology.

North Carolina State College of Agriculture and Engineering.—Practically all courses offered in residence.

Shaw University.—Curriculum construction, education, education for democracy, educational psychology, educational tests and measurements.

University of North Carolina.—Courses corresponding closely to those given in residence, including both cultural and vocational subjects.

NORTH DAKOTA:

Jamestown College.—Courses for teachers, education, French.

University of North Dakota.—Gives any course taught in institution, for which there is sufficient demand.

OHIO:

Cedarville College.—English, history.

Miami University.—College courses.

Muskingum College.—College courses and courses for teachers.

Ohio State University.—Commerce and journalism.

Ohio University.—Biology, education, English, ethics, history, psychology, sociology.

Rio Grande College.—Sociology.

University of Akron.—Two courses for teachers at St. Vincent (a Catholic high school): Summer course on education; psychological systems.

Western Reserve University.—Courses for teachers.

Wilberforce University.—Automotive mechanics, domestic art and science.

Wittenberg College.—Bible, courses for teachers.

OKLAHOMA:

Oklahoma Baptist University.—Courses for teachers.

Oklahoma City University.—Regular-residence courses.

University of Oklahoma.—Education, history, modern drama, social psychology, sociology.

OREGON:

University of Oregon.—More than 100 courses given in 55 different subjects.

Willamette University.—Various courses given in Salem through cooperation with the University of Oregon.

PENNSYLVANIA:

Bucknell University.—History, history of criticism, sociology, teaching of fiction.

Carnegie Institute of Technology.—Principles of iron and steel.

Geneva College.—Algebra, business law, business organization and finance, drama, ethics, history, history of art, industrial history, junior high school organization, languages, mechanical drawing, music appreciation, psychology, story telling.

Lafayette College.—Education, engineering, French, history of music, philosophy.

Lebanon Valley College.—Botany, chemistry, education, English, general history, German, mathematics, psychology, social sciences.

Lehigh University.—Business administration.

Lincoln University.—Courses for teachers.

Marywood College.—Ancient and modern languages, art, education, English, mathematics, music, philosophy, psychology, secretarial work, social science.

Muhlenberg College.—Economics, education, English, geology, history, hygiene, languages, mathematics, music, religious education, sociology.

Pennsylvania State College.—Practically all courses offered in residence.

St. Francis College.—English, mathematics, modern language, philosophy.

Susquehanna University.—Biology, economics, education, English, German, history, music, political science, sociology, Spanish.

Temple University.—College courses and courses for teachers, leading toward a degree.

Thiel College.—Classical literature, classical myths, introduction to philosophy, modern Christianity, political science.

University of Pennsylvania.—Accounting and finance, courses for teachers.

University of Pittsburgh.—Economics, education, English, French, government, history, psychology.

Washington and Jefferson College.—Economics, English, history, physical training, political science, psychology.

Villa Maria College.—Classroom management, composition, engineering fundamentals, preparatory work for teachers.

PORTO RICO:

University of Porto Rico.—Accounting.

RHODE ISLAND:

Providence College.—Practically all courses offered in residence.

Rhode Island State College.—Agriculture and home economics.

SOUTH CAROLINA:

Clemson College.—Agriculture and home economics.

Winthrop College.—Applied psychology, arithmetic, child psychology, classroom management, courses for college credit in English, drawing, education, educational psychology, engineering, English, English composition, English literature, geology, grammar, grammar-grade methods, high-school subjects, history, language, music for primary and grade teachers, numbers, primary reading, tests and measurements, writing.

SOUTH DAKOTA:

South Dakota College of Agriculture and Mechanic Arts.—Agriculture, home economics.

University of South Dakota.—Agriculture and home economics.

TENNESSEE:

Bethel College.—American poetry, Bible, child psychology, civics, conduct of the recitation, ethics, general church history, general psychology, history of education, home economics, modern drama, poetry for grades, religious education, rural economics, rural sociology, school hygiene.

Lincoln Memorial University.—Courses for teachers.

Southwestern College.—Bible.

Union University.—Agriculture, education, sociology.

University of Tennessee.—Secondary school and vocational subjects.

TEXAS:

Baylor University.—Education.

El Paso Junior College.—Accounting, chemistry, college of industrial arts, engineering, English, home economics, psychology, public-school methods, public speaking, sociology, typewriting.

John Tarleton Agricultural College.—Classes upon demand.

Lon Morris College.—Bible, education.

Southern Methodist University.—Bible, business, courses in art, economics, education, English, French, general literature, geology, German, history, home economics, Latin, mathematics, music, philosophy, political science, psychology, sociology, Spanish.

Southwestern University.—Bible, education, English, French, geology, German, history, philosophy, physics, psychology.

Texas Christian College.—Courses for teachers.

University of Texas.—Botany, chemistry, economics, English, German, history, mathematics, physics, public speaking, Spanish.

UTAH:

Agricultural College of Utah.—Agriculture, education, home economics.

Brigham Young University.—Practically all courses offered in residence.

Snow Junior College.—Child welfare, cooperative marketing, feeds and feeding.

University of Utah.—Art, bacteriology, biological science, business, education, English, geology, history and political science, home economics, modern languages, physical education, public speaking, sociology, western history, zoology.

VERMONT:

University of Vermont.—Educational psychology, philosophy of education, teaching of arithmetic, teaching of reading.

VIRGINIA:

College of William and Mary.—Courses for college grade in different localities throughout the State.

Roanoke College.—Biology, business administration, chemistry, education, English, history, languages, mathematics, political science.

University of Virginia.—Practically all courses offered in residence.

Virginia Union University.—Advanced educational psychology, English, ethics, French, insurance salesmanship, political science.

WASHINGTON:

College of Puget Sound.—Economics, money and banking, sociology, Sunday school training courses, training for scout masters, world problems.

State College of Washington.—Art, astronomy, education, English literature, French, geology, journalism, painting, physical culture, sociology, Spanish, tree study.

University of Washington.—Art, business administration, education, engineering, English, German, home economics, journalism, liberal arts, music, nursing, oriental history, painting, physical education, physics, romance languages, Scandinavian languages, sociology, zoology.

WEST VIRGINIA:

Davis and Elkins College.—Courses for teachers.

New River State School.—Courses for college grade in English, history, languages, mathematics.

Salem College.—Analytics, Bible, directed study, economics, English, home decoration, public speaking, trigonometry.

West Virginia University.—Agriculture and home economics.

WISCONSIN:

University of Wisconsin.—Practically all courses offered in residence.

WYOMING:

University of Wyoming.—European government, psychology, school administration.

Public Lectures and Lyceums

One hundred and ninety-five colleges and universities report that they render service for women's clubs, teachers' institutes, commencement exercises, and so on, by arranging for lectures by their faculty members, prominent citizens, or representatives from other States and universities.

Not only are lecturers provided, but subjects suitable for such occasions as mentioned above are frequently suggested. Music and, very often, slides and films to illustrate lectures can be furnished.

There is also being developed a system whereby lectures may be given in a series, covering some phase of such subjects as art, literature, music, economics, life of a people, conditions in the political world.

A typical lecture bureau is that in the extension division of the University of Virginia. During the year 1925-26, 30 members of the university gave lectures in 131 different subjects. Although no accurate record was kept, it is estimated that at least 200 lectures of a popular or technical nature were delivered throughout the State.

There is a growing tendency on the part of colleges and universities to include in their programs lecturers from other institutions within the State or from other States. This practice offers a wider choice of lecturers on a given subject and makes for greater interest in the subject studied.

Visual Instruction

Fifty-two colleges and universities are reported as furnishing visual aids for instructional and entertainment purposes. Films, slides, pictures (mounted and unmounted), as well as exhibits of various kinds, are offered for the use of schools, churches, and clubs. The number of slides and films available for instruction is said to be growing rapidly. The value of ordinary mounted or unmounted photographs and pictures is recognized more and more by teachers. Some educational institutions are offering short courses to teachers and club leaders on how to use visual aids to the best advantage.

Institutes, Conferences, and Short Courses

One hundred and forty-one institutions of higher learning report that they aid local communities by holding institutes, conferences, or short courses. The conferences or institutes deal with some local or State problem. Short courses are given in a great variety of subjects. Nearly all phases of farm and home problems are studied by large numbers of people in this way. These courses are very much in demand, because of the skill developed by the agricultural colleges in conducting them. Short courses, by State universities or other institutions, for business men and technical workers are becoming more popular each year. The courses deal with such subjects as salesmanship, applied psychology, citizenship, highway engineering, and banking.

The University of Florida, through its extension division, offers short courses, community institutes, and conferences. Assistance is given to clubs, societies, public boards, and other agencies working for community advancement.

The extension division of the University of North Carolina cooperates with local organizations in any part of the State in conducting short courses or institutes which last from one day to two weeks.

One of the most interesting features of extension work at the University of Virginia for the year 1926-27 was a series of short courses in salesmanship conducted in the cities of Richmond, Lynch-

burg, and Norfolk. The lectures were designed to be of an elementary and inspirational nature and as preparation for more advanced courses in the fields of salesmanship, applied psychology, and retail merchandising. Several short courses were conducted in citizenship education.

Parent-Teacher Association or Other Club Service

Sixty-four colleges and universities report that they promote the parent-teacher association or other club service. This is done by assisting in the formulation of programs, giving advice and information on the topics of study, publishing pamphlets, distributing literature, and, in some cases, by helping in the preparation of monthly bulletins which are issued by the parent-teacher associations. The parent-teacher movement has developed to such an extent and has become such an important factor in education that courses of instruction in this field have been offered by many colleges and universities.

In 1926, courses ranging from two to six weeks on the principles, practices, and policies of parent-teacher associations were given in summer schools of colleges and universities in 14 States, while short courses on this subject bearing no credit were given in eight institutions. These courses were primarily for teachers, school superintendents, and principals, but were open to any member of a parent-teacher or other club service.

Special conferences lasting from four to five days were held in seven colleges and universities for the purpose of offering to trained leaders and organizers of the parent-teacher association movement courses dealing with problems and methods of administration.

Community Drama

To the universities and colleges has fallen the great task of teaching people to play, to interpret through pageants, folk plays, and dramas the spirit and history of the State. Through such work the university and college keep alive the traditions that reach far back into the history of the race. Fifty-four colleges and universities report that they are active in this important work.

Such service as that mentioned above is worthily rendered by the drama bureau of the University of North Carolina. Through its pageants, its dramatization of phases of local history, and its folk plays, it is reaching all parts of the State. That such service is appreciated is evidenced by the phenomenal growth of the drama movement in the State.

The University of Colorado gives very practical help in the selection of plays, and has arranged in the university library an extensive collection of plays that may be borrowed for a limited period of time.

A special bulletin is prepared describing this service. The University of Indiana has a collection of more than 1,000 plays that are suitable for schools, churches, and clubs.

Community Centers or Community Service

Community centers, originally called social centers, are organizations designed to increase the number and effectiveness of activities which bring people of a district together. The idea behind this movement is that of securing more cooperation among neighbors in the solution of community problems.

To serve teachers and different community centers, many of the extension divisions of State universities and colleges have provided specialists in public recreation and playground activities who give assistance and advice on these subjects. Help is also given in developing leaders in the various community centers of the State.

Further to aid the community centers, some of the extension divisions hold conferences and institutes; conduct investigations and surveys; furnish programs, speakers, and exhibits.

Of special interest is the plan developed by the University of Michigan. The cooperative plan for community center service was started in 1923, at which time all the colleges and normal schools of the State entered into a tentative agreement with the State university, through its extension division, to give such assistance as might lie in the power of the various institutions to further community center service, particularly as related to small and outlying centers. The extension division of the university publishes and distributes each year a special bulletin in which are given directions for local committees with reference to the organization of community center service programs. The bulletin also contains the names of cooperating institutions, together with the names of the special chairmen who have charge of the work in the respective institutions. It is especially noteworthy that this type of service is the first of its kind in this country in which there is presented to the people of a State a cooperative service on the part of all the educational institutions of higher learning. It is believed that this type of service will prove of great value, especially to rural and outlying centers.

Radio

Instruction by means of radio is becoming general with college and university extension divisions. This method, which usually supplements the textbook or other lesson material, involves the broadcasting by the institution of detailed information in regard to the lesson, outlining the main points, explaining the different passages. The student, after receiving the radio instruction and supplementing

it by the study of textbooks or other material, writes out his lesson as in regular correspondence courses and sends it to the instructor in charge of the subject at the university.

Some of the advantages of extension work by radio are: (1) It creates more interest and probably reaches many more people than does regular correspondence instruction. (2) It saves time required otherwise for transmitting the lesson by mail to the student. (3) It enables the instructor to give whatever emphasis is needed by using the voice instead of the pen. (4) It enables the instructor to bring into his discussion more timely illustrations of the subject studied than is possible by correspondence courses alone.

Sixty-five institutions report the use of radio either in giving lectures or in conducting other extension work.

That radio courses vary widely may be seen if one considers the subjects listed by even one extension department. Since it was organized four years ago, the division of university extension of the Massachusetts State Department of Education has included in its radio courses the following subjects:

Household management, appreciation of music, contemporary American literature, short-story writing, French, the making of a music lover (with piano illustrations), chief English writers of our day, business psychology, backgrounds of English literature, psychology of understanding people, literary values in new books, journalism, new developments in economics, essentials of drama, appreciation of symphonies, real estate law, psychology of personal problems.

That there are many men and women in all parts of the country who are interested in radio instruction is evidenced by the fact that 5,000 people have enrolled for the courses given through the above-named university extension department alone. In addition to those who are studying by radio, the total number of which is unknown, there are many thousands who listen in on the courses given by colleges and universities.

The process for enrollment in correspondence courses by radio is usually simple and the fee charged, while varying slightly, is small. In some of the extension departments a fee of but \$1 is charged for this type of service, while in others the fee may be the same as that charged for the regular correspondence courses. In any event, for a small fee a student may register with the extension division of the university giving the radio correspondence course, have his assignments corrected, and receive credit for his work.

Of the students who have taken courses by radio, the division of university extension of the Massachusetts State Department of Education states:

Students in former courses have been widely representative of American interests: The mayor of a city in Louisiana; the minister of agriculture of a Province in Canada; clergymen of all denominations; sisters in convents in two States; school-teachers and officials; mothers and fathers who are unable to leave home

in the evenings; people on farms in remote sections, one a rancher in Canada, 50 miles from a city. Barbers, electricians, grocery clerks, merchants, lawyers, politicians, baseball players, and just plain people, all answered the voice which came, as it were, out of nothing.

The following are examples of expressions received from radio students:

Your university extension courses by radio are as interesting to us as any general entertainment features. We have formed a class at my home, and nine of us are studying for certificates.

I have just listened to the last lecture in the course on American literature. I did not know about these talks before. Please enroll me for the next series.

As to the lessons themselves, the extension division of the State University of Iowa states in regard to its work during a certain term:

Each course consisted of 12 lectures, one a week for 12 weeks, the lecture period being 20 minutes. There were regular lesson assignments on textbook work and on the lectures. Six papers were prepared during the course of the 12 weeks, and there was a final examination. It was planned that the work covered in such a course would be the same as that covered by a regular correspondence course giving two hours credit; so that these courses gave two hours credit with the exception of one in the third series. That was the course on Iowa birds, which gave only one hour credit. The regular fee was the same as for other correspondence courses. An interesting feature was that the percentage of completion was far larger than it had ever been with any regular correspondence work.

The extension division of the foregoing university gave 7 lectures a week during the season of 1926-27 and has planned 12 lectures per week for the year 1927-28. While the enrollment for the 1926 season of radio correspondence study courses was only 98, the estimated number of people who listened in on the courses, either in clubs or groups (in many communities groups meet in homes or public buildings to hear these courses), was between 2,500 and 3,500.

During February, 1927, the University of Nebraska gave a radio correspondence course for credit on "The Study of the Novel." This course was divided into 15 lectures. For the correspondence work of the course, outline questions were sent to the students. These questions referred directly to the author's literary art and meaning. Members of the class who desired university credit prepared written reports on all assignments. In addition brief summaries of each lecture were written. The reports were sent to the university extension division for credit and suggestions. An especial effort was made to have the corrected papers returned promptly to the correspondents.

Correspondence students through the medium of the radio are the newest members in the household of the college and university extension family. Only a few years ago such a course of study given over the radio was not considered advisable. All that was broadcast by the universities at that time was a program of entertain-

ment—music, a lecture, and the news of the university. That men and women could take a course for credit in such a manner was unthought of and beyond the plans of professors. After four years, courses are given by radio that reach from one State into many States and even to students in other countries.

Promotion of Debates

Debating leagues are sponsored by 129 colleges and universities. It is thought by some that public debate can be made one of the best means of informing the general public on both sides of public questions. Adults of all ages, as well as high-school boys and girls, take great interest in debating. Many of the universities arrange for annual meets of debating teams where members of the faculty and others serve as judges. Careful entertainments are arranged, and the ceremonies are both impressive and enjoyable.

NOTE.—The reader who desires further information about the extension work of any institution listed in this bulletin will save time by writing to it directly and not to the Bureau of Education.

