DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1923, No. 24

EDUCATIONAL EXTENSION

By

CHARLES G. MAPHIS
DIRECTOR OF EXTENSION, UNIVERSITY OF VIRGINIA
PRESIDENT, NATIONAL UNIVERSITY EXTENSION ASSOCIATION

[Advance Sheets from the Biennial Survey of Education in the United States, 1920–1922]

WASHINGTON
GOVERNMENT PRINTING OFFICE
1923

ADDITIONAL COPIES

OF THIS PUBLICATION MAY BE PROCURED FROM
THE SUPERINTENDENT OF DOCUMENTS
GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C.
AT

5 CENTS PER COPY

EDUCATIONAL EXTENSION.

By Charles G. Maphis,

Director of Extension, University of Virginia,
President, National University Extension Association.

FOREWORD.

This report is not a complete survey of educational extension in the United States—far from it. The limitations of time, space, and cost necessarily set by the Commissioner of Education forestall a complete detailed statistical review of the work of the past biennium.

A full account in detail would require visits to every Commonwealth, a very large expenditure of time and money, and a report of several volumes. Consequently, no attempt has been made to include all institutions, to summarize all statistics, or to describe fully every form of extension activity of every organization. At best a mere bird's-eye view can be given, but with sufficient clearness and completeness, it is hoped, to warrant the conclusion:

1. That the demand for popular education to include "all the people" is rapidly growing and will soon manifest itself in state-wide programs, for all citizens of all occupations and all ages—men, women, and children—who can not secure formal instruction within our schools and colleges as now organized.

2. That notwithstanding the remarkable increase in enrollment in our secondary schools and colleges, extension teaching has been the outstanding feature of educational effort in this country in the past two years, and in growth has far surpassed any other phase of educational development.

3. This growth is not ephemeral but substantial. Higher standards are being set and maintained, and those engaged in the older types of instruction are more readily and more fully recognizing, appreciating, and crediting the work which is being done. To

quote Professor Moulton, of the University of Chicago, "University extension has a distinct place in the history of education. It is the gradual evolution of the full conception of what a university is."

DEFINITION.

Educational extension for the purposes of this report is any effort made by any educational institution or organization for the purpose of carrying its instruction, no matter of what character, to groups of people or individuals who can not avail themselves of such instruction in the regular prescribed method of such institution as resident students. It is concerned chiefly with adults, being in fact the chief instrument for developing adult education.

University extension is the organized and systematic effort to bring some of the advantages for culture and instruction within the university to people who are not enrolled as resident students, and thus to make the campus of the university as wide as the State itself. It renders the resources of the university's faculty, libraries, laboratories, and shops available to the largest possible number of individuals and communities, by carrying them out into the State and applying them in creative helpfulness. A university should not only discover truth, but disseminate truth; and university extension, therefore, is an attempt to bring the university to those who can not go to it.

This is especially true of a State university, supported as it is by the taxes of all the people; it is under moral and business obligation to render service to each citizen and to the State. It fulfills this obligation in a measure by educating in residence young men and women and sending them back into their home communities with a broader outlook, a more intelligent comprehension of the problems of life, expert knowledge or acquired skill through professional training, and, especially the inspiration, ambition, and ability for unselfish service as citizens of the Commonwealth.

But there exists in every community a considerable class of persons who have capacity, leisure, and ambition and who have claim upon the State for educational opportunities other than the formal instruction given within the walls of institutions.

Through different forms of extension service the university can and does open the door of educational hope to thousands of such citizens who can not attend school. Its constant aim is to make the university the center of every movement which concerns the interests of the State and to give every man a chance to get the highest education possible at the smallest practicable cost—to bring the university and the home in closer touch, to carry the university to

every city, town, and country community, and into every school and every home, reaching out a helpful hand to every citizen.

University extension enables any one, young or old, in occupation to broaden his knowledge, to extend his vision, to fit himself for new duties, to keep up with improvements and discoveries, and to keep in touch with the best thought of the times. It has passed the experimental stage and is now a recognized department in practically every State institution and in many colleges under private control. It is one phase of the general tendency to democratize education.

Through extension work the resources of the university become more available to the citizens of the State. In a very true and broad sense it makes the institution fulfill its true function of a public service corporation responding to the call for aid, whether from the public elementary schools, or the secondary schools, for the improvement of public health, or for civic betterment or for the betterment of economic or industrial conditions.

The university has two important functions: To give instruction to resident students in the cultural, professional, and vocational branches of higher education; and to promote research and investigation in the important fields of human interest and experience. An extension division has three functions: To carry as far as possible to extramural students the advantage for culture and instruction offered in residence; to disseminate the valuable knowledge obtained from research and investigation; and, finally, in addition to these two correlative functions, to serve as a cooperative bureau or clearing house through which many educational and public-service resources of the university may be made available for effective public use.

AIMS.

University extension in some form has been carried on since the inauguration of Chatauqua University in 1885. The University of Wisconsin, the pioneer State institution in this field, took up the work in 1892. The International Correspondence School, a large commercial school, was organized within a year of that time. It was not until 1906, however, that Wisconsin organized its university extension division on its present basis as an extramural college with a dean and separate faculty.

Between 1906 and 1913, inclusive, 28 institutions organized university extension, and within those dates 21 other institutions reorganized. Since 1913, in the last decade, the work has developed so extensively that practically every institution of learning—university, college, normal school, technical school, or professional school, whether private or public—now engages in some form of extension activity.

Why? Because extension service is the practical application of the principle underlying all tax-supported educational institutions, from the elementary school to the State university.

Justification for the maintenance of schools, colleges, and universities from public moneys is contained in the general welfare clause of our National and State Constitutions.

The only justification for the expenditure of public funds derived from taxation by the State for universal education is the fact now recognized by all Commonwealths that education produces better citizens and that a properly trained citizen is generally an asset and an illiterate or untrained citizen a liability in a community. Thomas Jefferson declared with fervor that "no other foundation can be devised for the preservation of freedom and happiness than the diffusion of knowledge among the people. If a people expects to be ignorant and free in a state of civilization, it expects what never was and never will be. Preach a crusade against ignorance!"

On this principle the United States has entered upon the most gigantic educational task undertaken by any nation; namely, to provide at public expense educational opportunity for "all the children of all the people" from the kindergarten and elementary school through the university.

The program of universal education upon which the United States has entered, referred to above, contemplates only the education of our youth, on the assumption that the schools provide a sufficient amount of education of the proper character to satisfy the requirements of good citizenship. This has proven not to be the case. A very large proportion of pupils of the elementary school drop out at the end of the fifth year with only the bare elements of an education and a fair use of the tools of knowledge, and increasing numbers are eliminated in each grade after the fifth up through the high school.

Although the growth in enrollment in the secondary schools is one of the outstanding features of educational development in the past decade, still only about 6 per cent of high-school pupils graduate, and only about 2 per cent go to college. This condition has brought about a low average of training supplied by the schools, and it is charged that we are training a sixth-grade citizenship in the United States.

This is not sufficient for the demands of citizenship, and so means must be provided for the training of those who for one reason or another are not able to secure the benefit of the whole program of formal education provided by the public schools.

Frank P. Graves, commissioner of education, New York, says there are two things that must be done: (1) Stop the flood of illit-

cracy and inferior intelligence from Europe and admit only the foreigners who can strengthen American stock and ideals; (2) find some way to stop the wholesale withdrawals from school of 30 per cent of young people before they are 14, and 60 per cent before they have completed the eighth grade.

The slogan, "Educate all the children of all the people" is rapidly being broadened to "Educate all the people"—boys, girls, men, and women of all ages and conditions and occupations. This is what educational extension is rapidly undertaking to do. Although millions are being reached, it has only fairly begun its supreme task. To fit every man and woman for his or her job, thereby making a better economic and social asset for the State, is the goal aimed at.

Since the franchise has been made universal it has become, as never before, "a race between education and annihilation." A recognition of this fact is contained in the many organizations, including the "Citizenship Council" recently created by President Harding's Executive order for citizenship education and training.

STANDARDS.

THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION.

The first meeting of the national university extension conference was held at the University of Wisconsin in 1915. At this meeting the National University Extension Association was formed with 22 members. A constitution and by-laws were adopted April 13, 1916, in which the purpose of the association is stated to be:

> The establishment of an official and authorized organization through which colleges and universities and individuals engaged in educational extension work may confer for their mutual advantage and for the development and promotion of the best ideas, methods, and standards for the interpretation and dissemination of the accumulated knowledge of the race to all who desire to share its benefits.

Consistent with its purpose, the membership in the association is limited to colleges and universities of known and recognized standing whose sole aim is educational service. Institutions conducted for financial gain or profit are not eligible for membership.

The members of the association in 1922 were the following institutions: University of Alabama, University of Arizona, University of Arkansas, University of California, University of Chicago, University of Colorado, Columbia University, University of Florida, Harvard University, Indiana University, State University of Iowa, Iowa State College, University of Kansas, University of Kentucky, Massachusetts Department of Education, University of Michigan, University of Minnesota, Mississippi Agricultural and Mechanical

College, University of Missouri, University of Nebraska, University of the State of New York, University of North Carolina, University of North Dakota, University of Oklahoma, University of Oregon, University of Pennsylvania, Pennsylvania State College, University of South Carolina, University of South Dakota, University of Tennessee, University of Texas, University of Utah, University of Virginia, Washington University, State College of Washington, University of West Virginia, University of Wisconsin.

This association has done valuable work in attaining the aims set forth in its constitution, by fostering a closer relationship and better acquaintance between member institutions, by adopting more uniform practices and methods, and by setting up proper ideals and standards for the many institutions of various ranks which in the past few years have organized extension work. It has been instrumental in creating a more sympathetic attitude toward extension work on the part of regular members of the faculties of institutions, because of a better acquaintance with it.

Nomenclature.—One important recommendation of the association on nomenclature was adopted in 1920, as follows:

> That University Extension Division should be the general name of the administrative organization in charge of extramural work; department, the name of the first subdivision; bureau, the name of the second subdivision; director or dean, the title of the presiding officer; acting director, assistant director, acting dean, or assistant dean, the titles of other officers; executive secretary, the title of the head of a bureau.

Since then most institutions have changed their announcements to conform to this recommendation.

The following recommendations with reference to the standardization of university extension credit courses, with the understanding that both direct class instruction and courses by correspondence were included, were adopted in 1920:

> 1. *Character and Content of Courses.*—The content of an extension-credit course shall be practically equivalent to that of a similar course offered in residence. If, in any case, an extension-credit course is not given in residence, such course shall be approved by the head of the department directly concerned and such other authorities as the rules of the institution provide for, and also such course shall appear in the proper place in the general announcement, having an appropriate title and number.
>
> 2. *Condition of Admission.*—Students shall be admitted to extension-credit courses provided they satisfy the proper official that they can pursue the course with profit, and providing they pay the regulation fee.
>
> 3. *Time Allotted for Extension Class Work.*—In the case of direct class instruction, extension-credit courses shall involve practically the same number of hours of class instruction as are devoted to similar classes in residence, and in the case of correspondence instruction the extension course shall be the equivalent in scope to that of the corresponding course offered on the campus.

4. *Examinations.*—No student should be given credit in any extension-credit course unless he satisfies the instructor of his mastery of the course by means of a thorough examination or other suitable test.

5. *Extension Instructors.*—All instructors of extension-credit courses shall be members of the regular university faculty, or shall be appointed as non-resident members of the faculty, their names to appear in the regular faculty list.

6. *Credits.*—Students who pursue an extension course, and who meet all the requirements laid down with reference to attendance, class work, and examinations, shall be given the same credit as that given for a similar course conducted in residence.

7. *Records.*—In recording extension-credit courses, note shall be made that such credits were earned through extension work, either by correspondence instruction or by direct class instruction.

COOPERATION WITH OTHER AGENCIES.

While most of the extension work is directed by State universities, much of it is actually done in cooperation with other institutions and agencies. For example, the extension work of the University of Michigan is carried on through 12 bureaus. Through the medium of these bureaus it cooperates with the various colleges and schools of the university, such as the general library, the medical school, the school of engineering, etc., and with such other agencies as the State medical society, the State dental society, the State board of health, and the Detroit College of Medicine and Surgery. This is a comparatively new feature of the work and is finding an unusual response from the people.

In Virginia, the University of Virginia and the College of William and Mary, in order to prevent duplication and overlapping, cooperate by confining their extension teaching classes to certain portions of the State and by offering courses jointly in Richmond, under one bureau head, with a joint announcement of courses.

In Florida the extension division has charge of the work of all the State institutions.

The work may be aided materially by cooperation with such organizations as the American Institute of Banking, Credit Men's Association, chambers of commerce, union labor, public schools, Federal Board of Vocational Education, the American Legion, Y. M. C. A., Y. W. C. A., industrial concerns, etc.

In South Carolina the home demonstration work under the Smith-Lever Act is officially connected with Winthrop College, and is conducted in cooperation with Clemson College and the Federal Department of Agriculture.

DANGER OF DUPLICATION.

There is danger of duplication of effort if all the educational institutions in each State attempt a full-program of extension, and to

prevent this there should be cooperation of all in a general program, each assuming the task for which it is best fitted.

Correspondence courses, extension teaching courses in the same city, package libraries, and other forms of service should not be duplicated.

STATE DEPARTMENT OF PUBLIC INSTRUCTION.

At present most of the extension work in the United States is done through universities, colleges, normal schools, and other organized educational institutions. In some States that maintain no university this work is done through the State department of education, and indications point to the organization of extension work in the departments of public instruction in many other States, although they may support universities and colleges.

Typical of the work of State departments of education is that done in Massachusetts, a description of which follows:

SURVEY OF STATE UNIVERSITY EXTENSION IN MASSACHUSETTS.

The Massachusetts Division of University Extension was established by law in 1915, and it began to function with the enrollment of students in January, 1916.

As Massachusetts has no State university, the division was organized in the State department of education. Though this arrangement as to control is unique in the history of university extension, it has certain advantages. Because independent of a purely academic control, university extension in Massachusetts can be more elastic in its offering and methods of administration and instruction, more free in its choice of supervisory officers and instructors other than members of academic faculties—in short, it can be more readily responsive to the needs of the public.

The division is committed to short-unit courses. Its courses vary from 5 to 20 assignments in length, the number of assignments in a course depending not upon an artificial standard as to length, but upon the amount of time and space needed for the vital teaching of the subject. It has been found easy to introduce the short-unit course for two reasons: First, because the division has no traditions nor prejudices as to the amount of a subject that should be included in an extension course; second, because adult students in Massachusetts ordinarily choose courses for the work's sake and not for the sake of degrees, academic credit, and the like.

The division offers nearly 200 different courses in English, foreign languages, mathematics, education, government, economics, commercial subjects, history, science, electrical, mechanical, and structural engineering, drawing, textiles, homemaking, and civil-

service preparation. These courses are offered by both the correspondence and the class method of instruction. No formal prerequisites are required before enrollment in courses, except a reasonable indication that the prospective student can profit by the instruction.

Classes are organized to meet anywhere at any hour. The only condition imposed is that a sufficient number of persons enroll to assure an average attendance of at least 20. Such classes meet once per week.

Massachusetts extension classes do not duplicate the work of the evening schools. In the first place, they meet the needs of a group in the community who would not care to commit themselves to the long courses, the frequent class meetings, the predetermined hours and places of meeting of such schools. Probably, if there were no extension classes, this group of adults would not undertake study at all. It is fairly certain that they would not attend evening schools as these schools are at present organized.

The significant feature in Massachusetts correspondence instruction is the emphasis placed on the student himself rather than on the subject he studies. The most important element in an enrollment is the human being it represents. Correspondence instructors are selected not so much because of the number of their degrees and the books they have written, nor even because of their profoundness of learning, but because of the definite usable quality of their scholarship and their capacity to establish a friendly helpful relation with their students.

The breadth of this program has resulted in making every man and woman in the State a prospective university-extension student. The State is offering something for everybody, and consequently the university-extension idea has penetrated into every part of the social structure in Massachusetts. The clerk, the mechanic, the housewife, the business man, the policeman and the fireman, the teacher, the engineer—from the unlettered immigrant on the one extreme to the college graduate on the other—all are represented in the division's records.

Numerically, enrollment has advanced in almost geometric progression. At the end of the first year the division had only a few more than 3,000 students; to-day the total is well above 100,000, and it is significant of growth that more than a third of that number represents enrollments for the past year alone.

But numbers by themselves are less important than the geographical distribution of students and classes. It would have been comparatively simple to secure heavy enrollment by concentrating effort in a dozen or fewer large cities and towns, neglecting meanwhile the more remote corners of the State. This, however, has not been

done. Each year active effort is directed toward filling in the gaps, toward carrying instruction into towns where university extension has not before been well represented. In consequence, there is hardly a town in the State where classes have not been held, and the post offices are few which do not handle the mail of university extension correspondence students.

DEPARTMENT OF PUBLIC INSTRUCTION OF PENNSYLVANIA.

The Department of Public Instruction of Pennsylvania has prepared a very definite plan of educational extension, but on account of lack of funds has not been able to carry it out.

The relations between the Department of Public Instruction of Pennsylvania and the institutions of higher learning—45 colleges and universities accredited by the College and University Council of Pennsylvania, and 13 State normal schools—are in the following fields of proposed service: Extension work, adult education, public school relations, survey service, lecture service, study clubs, and research work.

It defines extension work as "an organized effort to give to the adult population and others out of school some of the advantages enjoyed by those who attended campus classes," and adopts as a slogan "If you can not go to a college or university, the college or university will come to you."

The program of activities has been arranged with the following general propositions in mind:

That education is a continuing process, beginning at the cradle and ending at the grave. Every day there is added recognition of this fact, as people of all ages are increasingly allying themselves with every form of educational endeavor.

That there are various formal educational agencies providing education during special periods: The kindergartens and primary schools cover the period of early childhood; the elementary schools take care of growing boys and girls; the high schools promote the training of youth; while the colleges and universities minister to young men and women. Supplementing the work of extension education now offered by certain institutions of higher learning, there is a miscellaneous group of agencies offering educational opportunities to the out-of-school population. The department of public instruction will give assistance in this field in order that the work may be enlarged and become increasingly more effective.

That there is a wide field of educational endeavor yet untouched, and the department of public instruction offers its assistance in developing the potential possibilities of all of the institutions of

higher learning in order that they may bring definite and significant educational opportunities to the masses of the people in their immediate vicinities.

This plan has the cordial indorsement of the presidents of practically all of the colleges in the Commonwealth. A number of institutions are already doing some of the work, but the field is very large, and when one considers the number of college students in proportion to the whole population and the limited number of college students who are now taking extension work under college professors, it is readily seen that academic influences are directly touching but a small fraction of the population.

Although the 45 accredited institutions of higher learning in 1920 enrolled 44,109 students and the 13 normal schools approximately 5,000 students, this total enrollment of 49,109, if all had come from Pennsylvania, would be only about 1 to 200 of the total population of the State—8,720,159. It is the purpose of this extension work to be of service to the masses who have not had the advantages of college training.

The department will ask the next session of the legislature to make an appropriation for this cooperative scheme for distribution among the several institutions to carry on such work as they may inaugurate and may be mutually agreed upon.

THE UNIVERSITY OF THE STATE OF NEW YORK.

The University of the State of New York, through its division of vocational and extension education, conducts evening classes in elementary education and also evening extension schools and classes of secondary grade. It does not undertake any extension work of higher grade. This phase of the work is carried on wholly by the colleges, universities, and normal schools.

HOME STUDY.

In his annual report for 1922 Dr. James C. Egbert, the director of university extension of Columbia University, says:

> Home study is the youngest of the various branches of university extension, and each year is gathering the experience which is so essential. Columbia University desires to offer opportunities for home study, but insists upon a plan consistent with the traditions of the university. It is certainly incumbent upon us not to abandon those who can not attend class exercises and whose only hope is in home study. Many are turning to institutions which are organized on a purely business basis and which make fabulous sums of money because of the eagerness of American youth for higher education. Institutions whose first purpose is education and not mercenary gain should meet the eager desires of these young people with programs suitable for such students and with prices determined by the cost and not by the profit to be obtained. Experience has

shown that in general the desire does not exist on the part of these students for cultural subjects. They want that which can be made immediately useful. To encourage a healthy demand from an educational point of view, we are building up a background of cultural studies and, parallel with this, courses of immediate practical value. Without exception the commercial correspondence schools have been organized to meet only the latter need, the utilitarian demand.

Even educational institutions of standing that are offering correspondence courses focus their efforts toward the goal of receiving credit for an academic degree. In other words, there appears to be very little of home study work which has for its object simply adding to general knowledge. The purpose of such study seems generally to be the immediate capitalization of what is learned, either in the form of financial revenue or academic credits. Degrees in Columbia stand for academic residence and actual class instruction. Hence it would be inappropriate and inconsistent to suggest credit for degrees for these courses of home study. Nevertheless, it would be well for us to consider whether the completion of a series of courses in home study and the passing of examinations might not be recognized by a certificate issued with academic authority.

EXTENSION TEACHING.

The term "Extension teaching" is an importation. What it signifies may be attributed to English origin, although the movement which led to offering university opportunities to the multitude is simply one phase of the general tendency to democratize education.

Oxford and Cambridge became aware that they were serving a small and select body of students and were, therefore, useful only to an insignificant part of the community and had, as a consequence, little influence on the national life.

In its early history, extension teaching assumed the character of a lyceum, so that instruction was given by courses of lectures, not too profound, often illustrated, intending to entertain as well as to inform, and it was this form of extension teaching which passed across the sea.

In this early form it naturally failed of academic recognition and met with universal skepticism amongst regular members of university faculties. Its development has followed two distinct lines—courses by correspondence and the organization of classes for regular instruction in centers away from the university. These forms are now almost universally recognized for credit in academic circles.

The prejudice on the part of those who feared the ascendency of the nonacademic in education is rapidly disappearing. Extension teaching has brought higher education within the reach of a broader constituency and has widened the view of those engaged in academic work. Certain theories originally regarded with abhorrence by many have finally been accepted by a timorous and hesitating university and collegiate public. The walls of the university are no

longer regarded as a necessary environment for serious courses and serious-minded students. At present there are in this country probably more than 300,000 students pursuing extra-mural courses of one sort or another.

EXTENSION COURSES FOR CLASS INSTRUCTION.

Definition.—An extension course is a systematic and organized unit of work in a given subject, requiring a prescribed amount of study and recitation, but conducted by the extension organization. Extension courses for class instruction are courses of instruction corresponding closely with those regularly given in the university or other institution by regular members of the faculty, and are under the administration, supervision, and control of the institution for the benefit of persons unable to attend the regular courses of instruction and to take work in residence. Each course represents a definite amount of study corresponding to an equivalent amount of work done in residence at the institution, and when completed satisfactorily by persons meeting the entrance requirements of the institution receives the same degree of credit as if taken in residence.

Instructors.—All instructors of such extension courses for credit are members of the regular faculty, or are appointed as nonresident members of the faculty, their names appearing on the regular faculty list.

Credit.—The course of a class meeting one night a week for two hours during the semester of 16 weeks receives two semester hours, or one session-hour, of credit.

One-half of the two-hour period is generally used for lecture and the remainder for class discussion and conference.

They may be divided into two classes, (*a*) noncredit courses and (*b*) credit courses. Noncredit courses include elementary subjects and advanced courses to meet the needs of those who wish to study some special phase of work for its immediate practical value and of others who desire to continue work for its purely cultural value, such as literature, language, sociology.

Professional courses.—There is an increasing demand on the part of professional men for advanced or postgraduate instruction in their respective professions relating to recent discoveries or developments in medicine, sanitation, and health. This is specially true of physicians, and postgraduate medical extension courses are now offered by a number of universities, including Wisconsin, Michigan, Iowa, North Carolina.

Extent.—There were in 1921, according to a report of W. D. Henderson, 48 institutions, including normal schools, colleges, and

universities, conducting extension teaching classes, with an enrollment of about 92,000 students. Forty-four institutions, exclusive of normal schools and agricultural and mechanical colleges, indicated for this report (1922) that they were offering such courses, with increasing attendance everywhere.

Extension courses as offered by noncommercial schools are conducted by three types of institutions, namely, (*a*) normal schools, (*b*) colleges, and (*c*) universities.

The number of students doing extension credit work in the universities of this country in 1921 by direct classroom instruction was, according to Mr. Henderson's report, 27,680, and this phase of extension work seems to be increasing more rapidly than any other. For the purposes of this report the following enrollment was reported for 1922:

University extension enrollment, 1922.

University of Arkansas	564	University of Minnesota	7,802
University of Southern California	2,400	University of Michigan	700
University of California	19,755	University of Rochester	1,300
Columbia University	13,717	Syracuse University	1,117
Yale University	490	University of Oregon	2,583
University of Florida	3,000	Pennsylvania State College	9,724
Indiana University	4,800	Temple University	337
State Normal School of Louisiana	129	University of Virginia	553
		College of William and Mary	900

Type and range of subjects.—The rapid expansion of this work has been favored from the first by the type and range of subjects in which courses are offered. For the demand for education of this kind is concerned not with particular, closely defined groups, but with the whole adult population. To be sure, in some quarters the demand is more pressing as the lack of essential education is greater, but everywhere, among men and women of every class and occupation, there is evident the desire for further opportunities to study. The bulletins describing the courses offered by the largest correspondence and university extension institutions contain upward of 150 courses, including such section headings among the industrial courses as mathematics, drawing, steam engineering, electricity, structural engineering, textiles, natural science, commerce and management, history and government, and business economics. Within each group are comprised, so far as possible, courses ranging from the most elementary to those of college grade.

Distribution.—The problem of making these courses widely available to classes is one of reaching fairly compact, well-centralized groups, and the method of approach is accordingly direct. Agents

of the university or schools consult with industrial executives, the representatives of business and social organizations, and school superintendents, and through them discover for what subjects each community has a genuine need. Instructors are then appointed, according to the nature of the courses, from college or from commercial and industrial specialists, and it is significant of the whole university-extension scheme that an instructor's formal connections and affiliations count less toward his appointment than his ability to give vital, effective instruction.

Place of meeting.—Usually study rooms and lecture halls in local school buildings, provided by the courtesy of the school departments, serve as class meeting places; and in some instances as many as half a dozen university-extension classes meet in a building on a single evening. When a class is of special interest to the employees of a certain industrial plant, it is frequently arranged to meet in the plant itself. Public-library halls and clubrooms are also used on occasion, but always with the understanding that every university-extension class, whether held in a public or a private building, is open to any resident of the State. The chief consideration in the choice of the meeting place is this—that it enables the institution to reach the people where they are.

Certificates.—As a tangible evidence of achievement, each student who successfully finishes a course either by class or by mail is awarded by many institutions a certificate giving the name and grade of the course and the number of lessons completed. On certificates for all college-grade courses, the work done is usually stated also in terms of equivalent semester hours.

Some of the institutions reporting extension-class instruction were: University of Alabama, University of Arkansas, University of Southern California, University of California, University of Colorado, Columbia University, Yale University, University of Florida, University of Chicago, the College of William and Mary, University of Indiana, Iowa State University, State Normal School of Louisiana, Howard College, Tufts College, Massachusetts Institute of Technology, Boston College, Boston University, Wellesley College, Simmons College, University of Minnesota, University of Michigan, Winthrop College, North Carolina College for Women, North Carolina State College, University of North Carolina, University of New Mexico, Rutgers College, State Department of Education of Massachusetts, Elmira College, University of Rochester, Syracuse University, University of the State of New York, Hunter College, University of North Dakota, Municipal University of Akron, Ohio, University of Oregon, Pennsylvania State College, Temple University, University of Pennsylvania, George Peabody

College for Teachers, University of South Dakota, University of Wisconsin, University of Virginia.

CORRESPONDENCE COURSES.

Advantages.—In correspondence study the institution projects itself into every part of the State and many of them into every part of the Nation, and is thus enabled to serve its citizens regardless of their geographical location.

Correspondence courses, while not affording the usual opportunity for student-to-student contact in a social group, or personal contact with instructor, are no less large in their appeal than extension teaching classes. There is always a skepticism about the value of correspondence courses, which is usually removed after the first experiment. Student and instructor by actual trial quickly come to recognize that correspondence study has its own peculiar advantages; it is available at any place and any time to any person; each paper the student submits gets the individual and undivided attention of an instructor; "bluffing" is out of the question, the student must prepare himself on every part of the lesson. He may set his own pace, unhurried by more brilliant students and unhampered by sluggards.

Personality can be sensed even at a great distance, and the successful instructor in correspondence study never fails to arouse a personal interest in his student. Those skeptical of or hostile to correspondence study hold the opinion that distance between the student and teacher is fatal to the teaching process, that thoroughgoing instruction can not be given by mail, and that besides the lack of personal contact there are the insuperable difficulties of lack of library material and laboratory essentials. They also argue that an insistent demand for popularizing knowledge would be sufficiently influential to lower the standards of instruction.

But the learning process is a cooperative one. The student's task must be interpreted to him, the nature of the work explained, the difficulties pointed out, and certain assistance given, and always guidance, but in turn the student must do the work. Such a cooperation is possible by correspondence, especially since those who elect to study by correspondence manifest a higher degree of purpose and much greater maturity than those who enter colleges or universities.

Extent.—In 1921, according to statistics collected by W. D. Henderson, director of the division of extension service, University of Michigan, correspondence courses were offered by educational institutions in 39 of the States of the Union. In these States 75 noncommercial institutions were offering correspondence courses. Of

this number, 63 institutions were supported by public funds; the remaining 12 were supported by private endowment. Out of 44 institutions, not including normal schools and agricultural and mechanical colleges reporting information for this report, 27 are offering instruction by correspondence.

The number of students doing extension credit work by correspondence in the universities of this country was in 1921, in round numbers, 15,150. Enrollment for 1922, including credit and noncredit courses, was reported by a few of the institutions as follows:

University of Arkansas	526	University of Minnesota	1,200
University of California	4,387	University of Oregon	1,136
Chicago University	6,658	Pennsylvania State College	4,862
Columbia University	169	George Peabody College	646
University of Kentucky	900	University of South Dakota	443
University of Indiana	1,200	University of Wisconsin (for the biennium)	29,359
State Normal of Louisiana	300		

Correspondence work is conducted by noncommercial institutions, according to Mr. Klein's report in 1920, in 39 States and the District of Columbia. In all of these States except one work is conducted by State-supported institutions. Of 73 listed, 61 are supported by public funds; 12 are privately endowed.

Character of courses.—Correspondence courses in industrial subjects have been an important part of adult education for more than 30 years, and many of the courses have received wide publicity. During this 30-year period one well-known correspondence school has enrolled nearly 3,000,000 students, mostly in industrial subjects; and this same school during the last year sent out more than 1,000,000 lesson assignments.

Besides the privately organized correspondence schools nearly every State now has a correspondence school system supported by taxation. These State-supported institutions are usually organized as a department or division of the State university, where there is one. In States like Massachusetts and New York, however, where there are no State universities, the correspondence instruction is organized in the State department of education.

Method of conducting.—All correspondence instruction is conducted through the mails. By this method the student is sent a supply of specially prepared texts. At the end of each text a series of questions is asked which the student is requested to answer, after having carefully studied the subject matter of the text. These answers are sent to the correspondence school for correction. When these have been carefully corrected and graded by instructors, the percentage given is marked on the corrected paper and returned to the student so that he may see just where he has made errors.

For whom intended.—There is scarcely a man or woman to whom the benefits of correspondence study may not apply, but it is especially helpful—

1. To those who must work for their living but wish to advance themselves in their own lines while they work.

2. To the man too old or unable to go to school who yet needs more knowledge in his own profession or who seeks to change his vocation.

3. To the student who is preparing for college or university.

4. To the teacher who finds new demands made upon her by the advance in education.

5. To the young man or woman who wishes to prepare for a business career.

6. To the man who desires some interest outside of himself.

7. To housekeepers and homemakers who wish to keep up with the times.

8. To the practical men in business, the professions, and vocations; to those in public service—in fact to all who are eager for knowledge or advancement and are reaching out for mental stimulus and desire to keep abreast of the times.

By whom prepared.—The courses are prepared and given by the members of the university or college faculty, and each course represents a definite amount of work corresponding to an equivalence of work done in residence at the college or university or in the standardized schools.

University unit.—Units of instruction have been established in the various grades of schools. The unit term time for a study in the university is the half school year, called a semester. A full-time study for a semester at the university has five daily one-hour recitation or lecture periods. One credit toward graduation is involved in one recitation or lecture hour a week.

School unit.—In the high school and the elementary school the unit of instruction is measured by the school year. In the high school, for example, the unit means the equivalent of five recitations a week for one year in one branch of study.

Correspondence-study unit.—These established standards are followed in correspondence-study courses, and wherever practicable a five-hour study at the university for one semester, or a five-recitation study in the high school, is divided into 40 assignments. The former, when taken for university credit, involves five credits toward graduation; there are eight assignments for each credit. The latter represents the equivalent of a unit study of preparatory grade.

Time required.—The required work of a unit or 40-assignment course may be done by the average student in 40 weeks on a minimum leisure for study of one hour a day, six days in the week. It is, however, the student's privilege to pursue his studies as rapidly as he is able, consistent with good work.

The lesson.—In some courses the assignment may call for but a single lesson report, but in other courses the assignment may be divided into two or more lessons. In all cases the assignment represents an average week's work and not an evening's work, as at school.

Examinations.—Examinations are optional with the student, but are required where credits or certificates are sought. These examinations must be taken at the university or under conditions approved by the university.

For a more detailed and complete report on correspondence study in universities and colleges, see Bulletin, 1920, No. 10, United States Bureau of Education, by Arthur J. Klein.

PACKAGE LIBRARY SERVICE.

Package library service supplies collections of material, all on the same subject, consisting of articles clipped from current periodicals and of pamphlets, addresses, and printed reports of educational institutions, State and National organizations, State and Federal bureaus, and from any other sources.

Following is a description from the announcement of the extension division of Indiana University:

"Package library," a term that was once obscure and misleading, has in the past few years become one of the corner stone expressions of university extension work. This system for the distribution of authentic information is distinctly the product of the extension movement and is based on a real need for educational service of this character.

It is a service of information on subjects of a character chiefly social, economic, and political, although it is rapidly developing into the fields of literature, art, and science. It is a service which assists people in writing articles, preparing debates, teaching classes, planning programs.

The manner of distribution is through a package, just such a package as one receives from any mail-order house. It contains an assortment of material, all of which bears directly or indirectly on the subject for which it is asked. It consists of good articles, from the best magazines, bulletins issued by authoritative commissions, pamphlets, publications of State and Federal Governments, etc.

This package saves the difficulty of borrowing and the expense of buying. It gives in a single package material which would require hours of time to locate and to obtain.

It is easy to see how this system builds up a collection of material which is at once authentic, up to date, and compact in form. The periodicals to which the extension division subscribes are filled with discussions of the latest events of interest and importance, with criticisms and reviews, with fiction and

poetry. These articles are filed with discrimination in the package libraries to which they belong. An individual package deals usually with several phases of its subject. It will contain, perhaps, a good general summary of a situation, arguments by partisan writers, a retrospect, a forecast, a statistical article, a detailed analysis. Although it is often very difficult to obtain suitable material on all phases of a subject, the service aims at breadth of view and fairness of treatment. It does not foster the dissemination of propaganda, but the furnishing of information and the stimulation of interest.

The University of Indiana circulated 300 package libraries per month, and the University of Texas has a large circulation of package libraries. In October, 1922, 911 packages were sent out by the University of Texas. The service now averages about 35 a day, each package being made up of magazines, bulletins, pamphlets, and books on subjects of lively interest to women's clubs, debating societies, parent and teacher organizations, and other similar groups. Some favorite subjects are restriction of immigration, the Ku Klux Klan, commission form of government, cancellation of war debts of the Allies, and the soldiers' bonus.

The University of Wisconsin lent 17,114 package libraries in 1920–1922, an increase of 53 per cent over 1914–1916.

ADULT EDUCATION.

Until recently it was commonly thought that if a State should educate its youth the problem of education was solved. But it has been found impossible to keep all of the youth in school long enough to receive a sufficient amount of education for efficient citizenship; and, in addition, on account of rapid progress and development in human affairs, education must be a lifelong process. Social, economic, political, and scientific conditions are constantly changing; hence the movement for adult education has arisen and is very rapidly developing.

And so it has come about that as a result of this newer movement in education, "to teach men—that is, adults—is now a genuine function of the modern university or other educational institution, and in our times through organized effort it becomes a challenge to leaders of men."

The institutions of learning are now practically committed to the policy of teaching adults not in residence at the institution, and the problem is now reduced to the forms for performing this service and its proper standardization. The movement has attained very significant proportions and has seemingly unlimited promise before it for the immediate future.

Adult education in England has taken shape largely under the influence of the Workers' Educational Association, founded in 1903. Instruction is carried on chiefly through the so-called university tutorial classes, which are organized in all parts of Great Britain.

Each class is conducted as a three-year course in some fundamental subject. A student joining such a course pledges himself to remain in the same class and under the same instructor for three years. At a given meeting the instructor delivers a brief lecture, which is followed by a discussion. Next comes criticism of papers submitted by the class, each member being required to present a carefully written paper every three weeks. The topics for these papers are selected or assigned with much care. The instructor also gives advice to the class concerning reading and supplementary studies that they should carry on in order to get the fullest benefit from the work.

The university tutorial classes cover a wide range of subjects, such as psychology, economics, political science, social history, social philosophy, industrial history, ethics, logic, music theory, biology, astronomy, other sciences, mathematics, English, French, German, Greek literature, comparative religions.

When it is planned to give a course in a town or city the organizers of the work often have several lectures on the subject of the course delivered beforehand in the community. The ground is in this way cultivated so that when the course is actually offered there is a certain interest in the subject that may be helpful in bringing together the requisite number of people to carry on the work. A class is limited to 32 persons. The total number of classes for the winter of 1921–22 was 320, with an enrollment of 7,750, the men numbering 4,729 and the women 2,091.

At Cambridge University the adult education board is made up of some of the most eminent men in the faculty. The present chairman is Prof. J. J. Thompson, one of the foremost physicists in the world. There is a similar board at each of the other English universities.

Another type of adult educational work carried on in England is known as "university extension." This is not a broadly inclusive term, as with us, but is applied to a particular type of educational work carried on extramurally by universities for adults. It is designed mainly for business men and women and for teachers. Like the Workers' Educational Association work it does not carry credit toward a degree and is usually nonvocational.

University extension courses of the typical sort in England are held from fall to spring. In a course the instructor lectures once a week to a general audience. After the lecture he meets for an hour the students who are formally registered in the work. During that hour a discussion takes place. He asks questions of the students, and they may question him. He lays out reading for students to do. Students hand in their weekly papers and receive those they

submitted the week before. A student pursuing successfully three of these annual courses in one general field receives a "diploma."

University extension courses are given in many centers and are taken by many people. The work is not so intensive as in the university tutorial classes. The total number of classes for the winter of 1921–22 was 500, with an enrollment of nearly 20,000.

Out of this movement in England, founded by Dr. Albert Mansbridge, who last year visited America, grew—

THE WORLD ASSOCIATION FOR ADULT EDUCATION

founded by him in 1918. The object, as stated in its official announcement, is to assist the development of adult education in all parts of the world, mainly by:

The promotion of cooperation and mutual relationships between adult educational movements and institutions throughout the world.

The development of a fully equipped bureau of information.

The conduct of investigations of the nature, theory, and possibilities of adult education.

The production and circulation of literature.

The organization of international and other conferences.

The purpose of the World Association for Adult Education is to dispel the melancholy belief that grown men and women have nothing left to learn and to diffuse throughout all countries and in every section of society the sense of wonder and curiosity and the gift of mutual sympathy and companionship which add so much to the meaning of life.

It pursues this purpose of seeking to establish contact between all those, whoever and wherever they be, who hold fast to the belief that the true purpose of education, for young and old, is the understanding and enjoyment of life, and that the uneducated man is not he who can not read or write or count or spell but he who walks unseeing and unhearing, uncompanioned and unhappy, through the busy streets and glorious open spaces of life's infinite pilgrimage.

The instant response given to the proposal to establish a World Association for Adult Education is indicative of the intense desire of people everywhere for the development and organization of adult education on lines which are broad and free and which are open to men and women of any nationality and of any religious belief or political party.

It is becoming more and more widely recognized that the power generated as the direct result of men and women seeking simply, in their own way, to develop their natural interest, understanding, and knowledge is essential to the healthy life of any community.

At the moment the civilized world is insistent in its demand for instructed citizenship in order that it may preserve, develop, and reform its essential institutions.

The World Association for Adult Education has been founded in order to combine in the pursuit of a great ideal all those who are specially interested in adult education as a means to citizenship and world fellowship.

Many institutions in America, as the result of Doctor Mansbridge's visit here, have joined this association.

WORKERS' EDUCATIONAL BUREAU OF AMERICA.

From the Workers' Educational Association of England and the World's Association for Adult Education, and partially on account of the general movement in this country in educational extension, was organized the Workers' Educational Bureau of America, organized in New York City April 23, 1921, the second conference of which was held at the New School for Social Research in New York City April 22 and 23, 1922.

The following, taken from the report of the secretary of the Workers' Educational Bureau, 1922, gives some idea of the growth of this movement:

One year ago a nation-wide questionnaire sent out to the different workers' educational enterprises revealed the significant fact that four years before there were but four workers' educational groups in two industrial centers of the United States, with an enrollment of a few hundreds. In four years the movement has grown to 26 workers' colleges and schools, in 22 cities of this country. Since that questionnaire has been tabulated and recorded the Workers' Educational Bureau has come into being to relate these various experiments in different parts of the country, to gather and to stimulate the development of new enterprises.

Some of the enterprises that were in existence a year ago have become inactive during the past year, due to a number of different reasons. Others have come into being to swell the total number. It is difficult at times to classify the enterprises as either trade-union colleges, workers' universities, or study classes, as they do have local differences; but including all such experiments, whether they be regarded as individual workers' study classes or colleges with a definite board of control, the increase in the number of these experiments has been, on a conservative estimate, twofold, or 100 per cent. The total number ran as high at one time as 61 workers' educational experiments of various sorts and kinds. Of this total, the bureau has assisted in creating eight trade-union colleges during the past year.

These colleges are as follows:

Passaic Trade Union College.
Denver Labor College.
Spokane Workers' College.
Milwaukee Workers' College.
Pacific Workers' University (Sacramento, Calif.).
San Francisco Labor College.
Syracuse Labor College.
Portland Labor College.

EXTENSION ACTIVITIES OF AGRICULTURAL AND MECHANICAL COLLEGES.

All of the agricultural and mechanical colleges aided by Government funds conduct agricultural extension service, consisting of home and farm demonstration work, boys and girls' club work, agriculture and home economics work, and many other special forms. This is usually a cooperative effort of the college of agriculture, the United States Department of Agriculture, the State department of agriculture, the State board of education, and the county government.

The work varies somewhat in each State in accordance with the agricultural needs of the State, but is of similar character. A brief description of the work of one institution is given as typical of the work of them all:

EXTENSION WORK OF THE COLLEGE OF AGRICULTURE OF THE UNIVERSITY OF TENNESSEE.

The improved condition of Tennessee agriculture is reflected in the attitude of county courts toward the support of county farm demonstration agents and county home demonstration agents. July 1, 1921, the county force of the division of extension included 37 county agents, 3 assistant county agents, 27 home demonstration agents, 1 assistant home demonstration agent, and 9 negro agents. In December, 1922, our county force numbered 44 county agents, 7 assistant county agents, 27 home demonstration agents, 1 assistant home demonstration agent, and 10 negro agents—a net gain of 19 county workers over the lowest number employed at any one time of the period mentioned.

The outstanding features of extension work during this period have been the marked interest in the cooperative marketing of farm products, with the standardization of farm crops and the organization of farmers as a necessary part of this project, a greatly increased territory devoted to tobacco production, the steady increase of the dairy industry, and improvement in community, county, and district fairs.

The year has witnessed a gradual improvement in all phases of the live-stock industry, sheep husbandry showing strongest.

The county agents, men and women, constitute the chief field force of the division of extension. Their work is outlined in projects prepared by specialists in the several lines of agriculture and home interests, who aid them, as may be necessary in their work. Each agent makes a plan of work for the year, and in this the agents seek the advice of leading farmers and farm organizations. The county plan is flexible enough to admit of emergency work, should

any unusual condition demand attention. Weekly reports of agents' activities are made through supervising district agents to extension headquarters.

The following are examples from the many lines of work of the division of extension for the year ending December 31, 1922:

Over 100 of the 176 weekly newspapers of the State, and 8 of the 13 daily papers, printed over 20,000 columns of agricultural matter furnished them by the division of extension. In many cases special agricultural editions were printed, in which illustrations and much reading matter were supplied. Twelve new bulletins, totaling 108,000 copies, were issued, and reprints of 11 publications were made.

Approximately 15,000 acres of a better variety of cotton was grown, and a beginning was made in standardizing the cotton of a community, selecting a variety suited to it. The varieties chosen are Express and Cleveland Big Boll, with lint from $1\frac{1}{16}$ to $1\frac{1}{8}$ inches. Cooperative cotton selling pools were held in four counties with satisfactory results to the farmers.

There were 1,200 acres of Burley tobacco grown in Knox and adjacent counties, with yield and quality above the average in the Burley district. This is a new cash crop to these counties and is an outstanding piece of work.

A remarkable "Use More Milk" campaign was conducted in Davidson County May 1 to 6 under the direction of Miss Hall, of the dairy division of the United States Department of Agriculture and the division of extension, with the cooperation of an educational medical and civic organization and the milk producers and distributors of the county. A poster contest in which 1,000 posters were selected from the work of 10,000 contestants was a feature. Five 10-minute speeches were made in every schoolroom in the county. Over 25,000 children were taught the value of milk in the diet.

Cooperative wool-selling demonstrations were made in 18 counties, in which 147,525 pounds of wool were sold with a saving of $14,348.75 to the consignors, who were taught proper tying of the fleece and grading. In 14 counties 22,196 lambs were sold cooperatively with a saving of $19,457.75.

There were 160 boys and girls in 5 counties that fed 198 baby beeves. Nine carloads of these animals were exhibited at the Nashville Fat Stock Show December 12–14, the Montgomery County Club winning first prize. These exhibits and the boys and girls attending them were a leading feature of the show.

Two thousand acres of strawberries were planted in three counties as a commercial crop which had not previously grown the fruit for shipment, and associations for marketing were formed.

Two hundred and fifty pure-bred rams were placed in middle Tennessee counties, and a distinct advance has been made in sheep husbandry in that section. Twelve hundred head of Heresford calves were sold to Tennessee feeders in one sale at Nashville in November. There have been 149 pure-bred beef bulls placed with farmers during the year.

Three cooperative creameries have been established, making 15 in all, with 5,030 farmer patrons. In addition there are [illegible] privately owned creameries. The total output will be 12,000,0[illegible] pounds of butter for the year, as against 300,000 pounds in 191[illegible] Thirteen cheese factories produced 237,218 pounds of cheese, an increase of 83.6 per cent over 1921.

Terracing demonstrations have been popular throughout the State and are an important feature of maintaining and improving the soil.

EXTENSION WORK OF THE NORMAL SCHOOLS.

Statistics for this report were not secured from the normal schools. Most of them, however, especially in the West, conduct some form of extension, the most general being correspondence courses, class instruction, lectures, and institutes. The following is a description of the extension work of the State Normal College, Natchitoches, La.:

The division of extension, Louisiana State Normal College, has been established for the sole purpose of aiding teachers, school officials, and communities fostering educational projects in Louisiana.

The extension activities are administered through the following departments of the division of extension: Correspondence study, extension classes, educational measurements, lectures and institutes, visual instruction, public school service, home reading courses (in collaboration with the Bureau of Education, Department of the Interior), alumni activities, appointment of teachers.

Data of correspondence study and extension classes.—Only professional subjects are offered, thus limiting the service almost wholly to teachers.

Number of students (teachers) enrolled in correspondence study, September, 1922	300
Number of students (teachers) enrolled in extension classes, September, 1922	129

Sex of students: Women, two-thirds; men, one-third.

Average academic standing of students in extension classes is the equivalent of a two-year normal-school diploma, or the sophomore class in the college.

All students in correspondence study have met the entrance requirements of the college and are therefore doing work of strict collegiate grade.

Data of visual instruction.—Visual aids (slides and films) are lent to churches, schools, and community centers free and on rental basis.

The department was established in 1920. Since that time the following percentages of increase have been noted: Films owned, 150 per cent; showings made, 300 per cent; people served, 125 per cent.

Home reading course.—People served, current year, 57.

OUTSTANDING DEVELOPMENTS IN UNIVERSITY EXTENSION, 1920-1922.

"Undoubtedly the most striking educational development of modern times is shown not by what is being done within schools and universities but by what is demanded by adult persons in all walks of life."—*George A. Smithson*—"The Spokesman." December, 1922, issue.

North Carolina.—University extension in the Southern States has reached outstanding prominence in the last two years. Probably the greatest accomplishments in adult education in these States have been in North Carolina, where the State university has pursued for a number of years a far-sighted policy of "bring the university to the people." This progressive educational policy has resulted in considerable popular interest throughout the State and in great financial gains to the university in increased State appropriations. Successful activities of the University of North Carolina are short extension courses in cities and towns of the State, welfare work, package libraries, and visual and correspondence instruction.

In North Carolina the most important progress was the enlargement of the teaching program—401 students were given formal instruction in 1921–22, as compared with 111 of the previous year, either through correspondence courses or extension classes out in the State. This number included 200 doctors, who took the post-graduate extension course in general medicine during the summer in 12 centers of the State.

A distinct feature of the work is the Community Drama, under which community pageants are written and enacted.

Florida.—More recent developments in a typical Southern State may be noted in Florida, where—immediately following the World War—a comprehensive system of correspondence, class, and visual instruction was established for both the University of Florida and the Florida State College for Women.

Mississippi.—University extension in Mississippi, conducted by the Agricultural and Mechanical College, has also made important progress after starting from a very small beginning.

Tennessee.—During the last year the University of Tennessee has appointed a director of general extension work. Previously the extension activities of that institution were almost entirely industrial.

Industrial subjects.—Instruction in industrial subjects has been an important part of the university extension activities of the following institutions: University of Wisconsin, Pennsylvania State College, University of California, Massachusetts State Department of Education, Iowa State College, University of Colorado, University of

Tennessee, Purdue University, and New Hampshire State Board of Education.

Recent extension work.—The following institutions of national reputation have recently established extension work: Lehigh University, South Bethlehem, Pa.; University of the State of New York, Albany, N. Y.; and Adelbert College (Western Reserve University), Cleveland, Ohio.

Pennsylvania.—There has been a unique development in university extension in Pennsylvania. Following the withdrawal of the University of Pittsburgh from this kind of activity, the State department of education has secured an appropriation for teacher training work, which is used for the financial support of university extension courses intended mainly for teachers. The instruction is practically free to teachers and is given by members of the faculties of colleges and universities in Pennsylvania, who are paid from State funds for this educational service.

Virginia.—The University of Virginia and the College of William and Mary inaugurated extension teaching classes in 1920. The enrollment this year, 1922, is more than 1,500. In Richmond the work is done cooperatively.

Correspondence courses at Columbia.—Another recent development in university extension work in the Eastern States has been the organization of correspondence instruction by Columbia University. This type of instruction includes only courses of college grade. Columbia University, however, allows no credit toward a degree for correspondence courses, but there is provision for granting credits on extension courses taken in classes.

Credit at Columbia.—Director Egbert announces that Columbia University has made provision for granting the degree of bachelor of science to "mature" undergraduate students who have been at the university for one full academic year or its equivalent and have completed courses in residence aggregating not less than 30 semester hours. To be recommended for this degree the student must have completed a total of 124 semester hours, 94 of which may have been taken in university extension classes. Thus students in university extension can now, under certain restrictions, receive a degree at Columbia University.

Indiana University.—Indiana University, through its school of nursing and its extension division, is continuing the health education campaign carried on in various parts of the State the past two years. This year the scope of the work is broadened, the activities are more varied, and the entire undertaking is called a "Nursing service." The primary purpose of the undertaking is to interest the

State in the work of the public health nurse and her relation to the solution of community health problems.

The field work is done by two graduate registered nurses especially qualified for this type of undertaking. These nurses work in close touch with the director of the Indiana University School of Nursing. Arrangements for the work of the nurses in communities are made by the Indiana University Extension Division, and all requests for their services should be sent to the Extension Division, Indiana University, Bloomington, Ind.

Michigan.—The University of Michigan regards the state-wide health program in cooperation with the State medical society, the State dental society, and the State board of health as the most novel and important feature of its extension work during the biennium.

Standardizing credits.—A. H. Yoder, director of extension of the University of North Dakota, says:

It seems to me that the most important events in the past two years in our field are:

(1) The effort made by the members of the National University Extension Association toward standardizing credits obtained by correspondence, and—

(2) The organization of the World Association for Adult Education.

Most of our American extension divisions do not sufficiently emphasize the importance of adult education. In the future the extension division will either make adult education its chief aim or the universities will organize a special division for the purpose. I want to see the type of work now done carried with the work which we hope to do in the way of adult education. The question of "staying educated" looms large to my vision, and it is in this field that I think our greatest success will come.

WORKERS' EDUCATION.

Robert T. Hill, in the New York Times, says:

Uncertainty in the minds of many as to the direction that the worker's education movement in America will take is such that recent developments at Syracuse, N. Y., are peculiarly suggestive. According to competent observers, the strength and vitality of workers' education chiefly depend upon the desire and active participation of working people in such effort. It is largely group action extended into the field of voluntary adult education. Others believe that through extension service, colleges and universities can provide adequate educational facilities for everyone, including workers, and that such educational effort should be strictly under university or college initiation, direction, and control and conducted similarly to other extension service. The truth, in fact, appears to lie between, or in a suitable combination, of both. A type of cooperative effort such as that at Syracuse seems reasonable and hopeful.

Representatives of the State Department of Education and the Workers' Education Bureau of New York were privileged to act as liaison officers, so to speak, between representatives of the Central Trades and Labor Assembly and faculty members of Syracuse University. The director of university extension teaching at Syracuse was chiefly instrumental in arranging these conferences. Committees were appointed from the respective faculty and

labor groups which met to discuss possible cooperation. This meeting went a long way in breaking down antagonisms and feelings of aloofness between university and so-called working people.

Upon request of the labor committee tentative courses of study were prepared by faculty representatives, of which one in economics was adopted for the season. Responsibility for organization of a class, including the payment of instructor's fee, was assumed by the labor organization. Those enrolled were registered as students in the extension division of the university. Weekly sessions were held at the Labor Temple. Interest and attendance were maintained throughout the course, which continued during the spring term last year. At the conclusion of the season it was decided to continue similar effort this year, with the addition of such other courses as might be feasible. A movement of this cooperative type once started has indefinite possibilities.

This effort has much in common with similar developments in England 15 or 20 years ago, when the Workers' Education Association was in its infancy. Somewhat similar cooperative effort was undertaken by Oxford University and working people who desired educational opportunities. Albert Mansbridge, one of the founders of the English movement, when in the United States last spring, pronounced the Syracuse scheme one of the most hopeful and significant educational developments in this field which he had encountered in America.

The following paragraph is taken from the annual report of Director Egbert, of Columbia University:

As indicated in the report of last year, university extension is giving special study to the best method of making the university useful to the labor unions. We are meeting the needs of the individual worker, of whom there are many among the thousands who attend our courses; nevertheless, it is our desire to solve this problem of furnishing the education which labor unions feel that they need for their members. It is a pity that they do not have greater confidence in universities such as Columbia. I can only report progress in this important field of endeavor.

Widespread comment has been aroused by this interest on the part of Columbia in the educational welfare of the labor unions. We now propose a conference of those representing the unions with the administrative board of university extension in the hope that some step may be taken in bringing the university and the unions in closer contact for the accomplishment of the purpose for which the extension courses exist.

RADIO EDUCATION.

The radio and education.—Among the many possibilities opened to the world by the development of radiophony, the educational opportunities which are offered to the public by means of the radio are most important and far-reaching. Not only the possibility of receiving instruction from the finest teachers in the country, but the cultural opportunities made available by the perfection of radio means much to thousands of people who have installed outfits.

Universities have recognized the great good to be gained by sending instruction over the ether waves, and are using the radio as a

medium for extension courses. Operatic and symphony concerts, the day's news, market and weather reports, all the things which go to make life rich in experience can now be dispensed through the air to all who will listen.

This is a big advantage to everyone, but it is particularly valuable to those people who live in remote districts, in villages, and rural communities. The radio now brings into their homes the news and entertainment, instruction and culture, from which they have been cut off by distance.

The University of Michigan has organized a complete radio extension course of subjects of universal interest. Michigan Agricultural College will broadcast a series of lectures by agricultural authorities on subjects of vital interest and great practical value to farmers. The possibility of gaining a wealth of practical information from men of national reputation by merely "listening in" is of great value to the millions who have never had the opportunity to receive such information before.

In November, 1922, in the United States 57 colleges and universities were reported as having telephone broadcasting stations, amongst them the University of Colorado, University of Arizona, University of California, Tulane University, University of Missouri, Purdue University, University of Vermont, University of Texas, Cornell University, University of South Dakota, Ohio State University, University of Nebraska, University of Wisconsin, State University of Iowa, University of Cincinnati, West Virginia University, Iowa State College, and the University of Illinois.

Government radio school talks.—To reach the general public, as well as school workers, with educational information, and to spread it promptly, cheaply, and widely, the United States Bureau of Education sends out messages twice a week from NAA, the naval aircraft station at Radio, near Arlington, Va., on a wave length of 700 meters.

The Commissioner of Education believes:

> That the public can be reached more quickly and directly by radio than in any other way.
>
> Radio has the advantage of intimate contact between speaker and audience, and since the bureau's messages will be sent on a regular schedule, they will have the continuity necessary for informing the public on educational matters. Since public education can not progress any faster than the state of public opinion about education, the commissioner believes that the inauguration of the radio is an important step in advance.

Other Government bureaus broadcast educational information.

Plan to broadcast college courses.—Foreseeing millions of listeners, the bulk of them of college age, the National Radio Chamber

of Commerce is developing a plan to establish radio-extension courses in American colleges and universities. In radio, education has found a new and powerful ally.

Sixty educational institutions are broadcasting educational and musical programs, 47 of them being colleges and universities. The combined area nominally covered by these institutions has been estimated to be seven or eight times the total area of the United States.

There are in the United States between a million and a million and a half radio receivers, representing between three and four million radio listeners located within comfortable range of the speaker's voice of 1 of 600 broadcasting stations. These listeners are, for the most part, of school and college age. Their number is rapidly increasing and will undoubtedly, within a few years, total many millions.