

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

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THE BUREAU OF
EXTENSION OF THE UNIVERSITY
OF NORTH CAROLINA

BY
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AND
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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, April 22, 1918.

SIR: For five years this office has watched with increasing interest the development of the extension work of the University of North Carolina, some of which, though as yet peculiar to this State, is, with necessary adaptations to the varying conditions in other States, capable of general adoption. Because of the importance of some of the phases of this work I have induced the president of the University to have prepared the account which is herewith transmitted for publication as a bulletin of the Bureau of Education.

Respectfully submitted,

P. P. CLANTON,
Commissioner.

THE SECRETARY OF THE INTERIOR.

THE BUREAU OF EXTENSION OF THE UNIVERSITY OF NORTH CAROLINA.

INTRODUCTION.

The work of the Bureau of Extension of the University of North Carolina is presented here as typical of what can be done in making widely serviceable the resources of an institution of higher learning.

The University of North Carolina, chartered in 1789, is one of the oldest of the State universities. Its genesis and development have been along the lines characteristic of the private, endowed institutions of the East, rather than those of the Western State universities. It is separate from the State's college of agriculture, and so its extension activities are not associated with the many and important activities of the department of agriculture. It has a student body of 1,000 during the regular session, and an additional 1,000 students in a summer term. Its regular faculty numbers 73 and has always been notable for its scholarship and its research interests. The faculty has maintained for many years three journals of a scholarly nature, and has been steadily active in the representative national societies.

These points are significant in giving orientation to its recently developed extension work. It is important to note that this development is not a record of attaching a new department of extension to departments of teaching and research, for the sake of superficial interest or "protective popularity"; but it represents the normal outgrowth of a concept of the university as an organism, and of the extension organization as merely the channel through which the inner life of the institution is given a chance to express itself fully in its environment. It rests on the assumption that the inner life must be sound and true to type to have anything of value to express in extension; and on the further assumption that, in so functioning fully and truly, it not only does not injure the inner life, but strengthens and purifies it.

On this belief as a basis, the extension work began as an organized department in 1912, with no special appropriation, and with no expenditures except for printing. The organization consisted of a committee from the faculty, under a chairman, the university librarian, Dr. L. R. Wilson, who has ever since been its directing head.

Under this faculty group, divided gradually into chairmen of divisions, the extension work grew steadily during the following five years, as it met the demands made upon it always with the dominating idea of making it the natural outward expression of the institution's vital life. As it grew, strength was given to the machinery as it was needed, but nothing was added that was not a medium for expressing in kind and quality the characteristic life of the institution, and nothing was added that some other agency was doing, or might do, better. The extension work of other university extension departments was studied, but the success of a certain extension activity elsewhere was not regarded as a conclusive reason for its emphasis and adoption by the University of North Carolina Bureau of Extension. If the local organization was not equipped to carry it on efficiently, or if the demand for it was not sufficient or genuine, it was not adopted. On the contrary, some features of the extension work most successful here are original and even unique.

All of this is set forth in a record as direct and clear as possible on the pages that follow. In retrospect this growth of five years seems natural, healthful, and helpful to every interest concerned. There has been no loss, it appears, of fineness of quality in university work, nor distraction of attention, nor attenuation of the vital "life at the center"; but rather, by freer and more sympathetic contact with the world outside, there has been added what James called, the no less essential, "robustness of tone."

PLAN OF ORGANIZATION.

In the establishment and development of the bureau, the university has adopted the plan of utilizing regular university schools, departments, and offices in serving a public more extensive than that represented within the campus. That is, it has not organized a special extension department apart from other departments, but through a widely representative committee of the general faculty, whose chairman is styled "director," it has extended the functions of the various departments beyond the campus walls. When it has been necessary to secure additional assistance in carrying on the work, it has done this by adding it to the department involved rather than to the bureau. The necessary clerical and stenographic aid has been furnished the respective departments to carry on the special duties assigned them, and the director and assistant director have headquarters in the library and the educational building, respectively, where the general work of the bureau is carried on.

Furthermore, it has been the policy of the bureau to consider carefully the need of the service to be undertaken, and to secure cooperation from such organization or agency as is best qualified to make the work most productive. In establishing the High School

Debating Union, for example, it secured the cooperation of the century-old societies on the campus whose former members were to be found in every community in the State, and whose interest was genuine in making the union as represented by the local school a worthy representative of the society. Similarly, in conducting the real institutes and the courses in postgraduate medicine, not to mention other instances, it has worked through the department of civil and road engineering in conjunction with the State geological survey and the State highway commission, and through the medical school in conjunction with the State board of health.

In following this plan, every department of the university has been engaged in extension activities and almost every individual instructor has participated at some time or in some way in the work. And in doing this the university as a whole has been kept in sympathetic vital touch with the State to whose life it has been set apart to minister.

For the purposes of administration the work of the bureau has been systematized under nine divisions. These and the members of the faculty who administer them follow:

- (1) General information, by the director, Prof. Louis R. Wilson;
- (2) Social and economic surveys, by Prof. E. C. Branson and Mr. S. H. Hobbs, jr.;
- (3) Public discussion and debate, by Assistant Director E. R. Rankin;
- (4) Correspondence study, by Prof. L. A. Williams;
- (5) Lectures, by Assistant Director E. R. Rankin;
- (6) Municipal reference, by Profs. C. L. Rappe and J. G. deR. Hamilton;
- (7) Educational information and assistance, by Profs. M. C. S. Noble, N. W. Walker, H. W. Chase, and L. A. Williams, of the school of education;
- (8) Good roads institute, by Dr. Joseph Hyde Pratt, cooperating with the department of civil and road engineering and the State highway commission;
- (9) Medical instruction, by Assistant Director E. R. Rankin, cooperating with the State board of health.

COST OF OPERATING.

The cost of operating the nine divisions, printing the bulletins, *News Letter*, and other publications, providing administrative and clerical assistance, represented in 1916-17 (exclusive of fees, gifts from interested citizens devoted to the support of the work), an appropriation of \$7,500, of which more than one half was spent for printing. The services of all instructors, whether given in delivering lectures, conducting correspondence courses, making school or other surveys, or what not, have been given free of cost and with a sympathy of interest and spirit which have at once given distinction to the character of the service and made it gratifyingly productive.

I. GENERAL INFORMATION.

The first division of the bureau to be formed was that of general information—a division whose specific duties were (1) to emphasize the fact that all the various State departments and all State-supported institutions and agencies were possessed of information which, if secured and utilized, would be of value to the citizenship of the State; (2) to show that these departments, institutions, and agencies would gladly furnish the information they possessed; (3) to indicate which of these or other agencies outside the State could best furnish information of a certain kind; and especially (4) to bring the public, in its search for information on a wide variety of subjects, into direct connection with the members of the faculty and the 80,000-volume library of the university.

In prosecuting this work the university library was made the headquarters for this division, and the librarian, as director of the bureau, was put in charge. All inquiries which did not properly fall under the head of the other eight divisions have been handled by this one, which has acted as a telephone "central" in bringing questioner and source of information together. Questions which could be answered by individual members of the faculty have been handed by the director to those best qualified to answer them; or, if the information desired could be supplied by the library, answers have been sent in letter or other special form; or, books, pamphlets, and package libraries in which the information is contained have been sent direct by parcels post or express, the borrower paying the transportation charges each way.

Information supplied in this way has ranged from the loaning of a book on the subject of commission form of city government to a member of a board of aldermen to the sending of one of the members of the faculty to the Appalachian Training School at Boone for a three days' stay to sketch a suitable, attractive plan for the future development of the campus of that institution. For the convenience of school debating societies and women's clubs, special package debate and study libraries have been assembled, and are always at the command of borrowers. Single books or pamphlets are sent when larger collections are not available.

In conjunction with the division of public discussion and debate, through which a large number of bulletins and pamphlets have been loaned and distributed for the special annual high-school debate, 1,700 letters were written during the academic year 1915-16, conveying information sought, and a total of 1,485 pieces of material were supplied from the package library collection.

Inasmuch as only 40 towns of the State have public libraries, and the State library commission service is limited to general traveling

libraries, debate libraries, and special collections on agriculture, this service has been clearly recognized as greatly needed and has been most heartily welcomed by the State.

II. SOCIAL AND ECONOMIC SURVEYS: COUNTRY-LIFE STUDIES.

Country-life studies of North Carolina were begun in September, 1914, under E. C. Branson, head of the department of rural economics and sociology. The work in the main is concentrated upon an investigation and interpretation of economic and social problems in the State at large and in detail by counties.

PHASES OF THE WORK.

The phases of it are: (1) Formal class-courses in agricultural economics and in rural social problems, each three hours a week throughout the year; (2) a credit course consisting of research studies and field work; (3) unofficial studies by the State and county clubs; (4) addresses afield, averaging 40 a year; (5) the university *News Letter*, which goes to 10,000 readers weekly the year round, along with bulletins and brief circulars on economic and social subjects of State-wide interest; and (6) annual country-life conferences during the university summer school session.

The formal class courses are important because they introduce students to a rapidly increasing literature in a new field of college work, and because they enable students to set local, State, and county details over against a large background for sane, safe interpretation. But the formal class work is in no wise distinctive or especially noteworthy beyond the fact that it is intensely focused upon home-State and home-county conditions and problems. Consideration, therefore, is given here in brief detail of other phases of the work which aim at reaching the people beyond the campus walls with carefully digested information about North Carolina, and stirring them to constructive activity in vital matters of commonwealth concern.

1. CAROLINA STUDIES.

During the last three years 227 subjects of State-wide importance have been thrashed out in the department headquarters, which are a clearing house of economic and social data about North Carolina. In these studies the State has been compared with the other States of the Union and ranked accordingly. Each county has been compared with all the rest and ranked accordingly; and the results subjected to a search for causes, consequences, and remedies.

A few of the subjects treated in this way may be mentioned to illustrate the character and range of these studies: Church-member-

ship ratios; rural white illiteracy; illiteracy among cotton-mill operatives; farm tenancy; infant-death rates; indoor and outside pauperism; homicide rates; child labor; wage-earning women; local school support; consolidated country schools; country school-teacher ages; boys' club work; home demonstration work; whole-time county health officers; university support; and other social subjects.

Economic research has also ranged over wide fields, and the studies have concerned the production and retention of wealth, and the business and social uses of wealth in North Carolina. The production of crop values per acre and per worker; industrial enterprise; the wood-pulp proposition; imported food and feed supplies; farm loans and total average interest rates; farm credit unions; cooperative organization; per capita bank capital, resources, loans and discounts; bank account savings; per capita country wealth in farm properties; per capita wealth in all properties; per capita taxable wealth; the cost of State and county governments; county tax rates; farm land values; our idle, wilderness acres, and our landless, homeless multitudes; investment in school properties; support of public education; public health and sanitation; charities and corrections; and the like are some of the many Carolina subjects explored during these three years.

This work has been done in the regular credit courses or by volunteers in the State and county clubs, and the results have been given to the public in bulletins or through the columns of the *University News Letter*.

2. THE NORTH CAROLINA CLUB.

Organization and methods.—The North Carolina Club was organized at the university in September, 1914, and has finished its third year's work. It meets for an hour once every two weeks, on Monday evenings. The schedule of studies for the year is arranged at its first meeting each fall, and the subjects are chosen by volunteers among the members. The students have access to the files of information in the headquarters of the club.

What it is.—The club is an organization composed of students and faculty members who seek to know North Carolina's economic and social life intimately. It is a know-your-home-State club and believes that a proper study for North Carolinians is North Carolina. It has a worthy, patriotic pride in the North Carolina that was day before yesterday, but also it cherishes a patriotic concern about the North Carolina that is to-day, and that will be day after to-morrow.

All told, 227 economic and social studies of State-wide range have so far been completed. The students at work upon home-county booklets can quickly assemble from the club files 227 exact facts about their county, and show its rank among the 100 counties of the State.

in 227 important particulars. They quickly see whether or not their county is moving forward, marking time, or lagging in the rear in essential matters of life and business.

The club schedule.—The club has this year been studying (1) the sources of primary wealth in the State, (2) the wealth we have been able to accumulate and the business uses we are making of it, and (3) the civic and social uses of wealth in North Carolina.

The club schedule of studies adopted last fall was finished as follows:

1. The wealth produced by Carolina farms.—S. H. Hobbs, jr., Sampson County.
2. Industrial wealth created in North Carolina.—W. E. Price, Rockingham County.
3. The wealth produced by our forests and wood lots.—J. V. Baggett, Sampson County.
4. The wealth produced by our fisheries, mines, and quarries.—L. H. Hodges, Rockingham County.
5. The accumulated wealth of North Carolina, total and per capita.—J. E. Kendall, Davidson County.
6. Factors involved in the retention of wealth in North Carolina.—J. A. Capps, Gaston County.
7. Our industrial capital; Accumulation and forms.—R. E. Price, Rutherford County.
8. Banking capital in North Carolina; How accumulated.—Messrs. Marion Fowler, Durham County, and S. H. Hobbs, jr., Sampson County.
9. Bank capital, resources, loans, and discounts in the United States.—E. J. Nail, Duplin County.
10. Per capita bank capital in Carolina counties.—T. D. Stokes, Rockingham County.
11. Per capita bank resources in Carolina counties.—M. H. Randolph, Mecklenburg County.
12. Per capita bank loans and discount in Carolina counties.—A. O. Jones, Alleghany County.
13. Bank account savings in North Carolina and the United States.—W. E. Price, Rockingham County.
14. The wealth on our tax books, total and per capita.—H. B. Simpson, Union County.
15. Our State revenues and the per capita cost of State government.—S. H. Hobbs, jr., Sampson County.
16. State department earnings and expenses in North Carolina.—R. E. Price, Rutherford County.
17. The general property tax in North Carolina.—W. R. Kirkman, Guilford County.
18. What the State does with the taxpayer's dollar.—A. O. Jones, Alleghany County.
19. State aid to agriculture in North Carolina.—J. V. Baggett, Sampson County.
20. Our investment in public-school properties.—Myron Green, Union County.
21. Our support of public education.—H. V. Koontz, Rowan County.
22. Public health work in North Carolina.—M. H. Randolph, Mecklenburg County.
23. Charities and corrections in North Carolina.—D. E. Eagle, Iredell County.

The club yearbook.—The club studies completed during 1916-17 will be published in the fall of 1917 as the second club yearbook. The first, published in 1916, was devoted to North Carolina: Resources, advantages, and opportunities. The contents of the first were as follows:

1. Our mineral resources.—J. H. Allred, Surry County.
2. Our timber resources: Forest and wood lot.—J. H. Lassister, Northampton County.
3. Our water powers: Available and developed.—D. E. Eagle, Iredell County.
4. Our industrial development in 1910.—H. M. Smith, Henderson County.
5. Our industries in 1914.—E. C. Branson, university faculty.
6. Our soils and seasons.—M. H. Randolph, Mecklenburg County.
7. Diversity of farm products in North Carolina.—R. E. Price, Rutherford County.
8. Food and feed crops in 1915: Our six-year gains.—E. C. Branson, university faculty.
9. The crop-producing power of Carolina farms.—J. B. Huff, Madison County.
10. The crop-producing power of Carolina farmers.—F. H. Deaton, Iredell County.
11. Per-acre and per-worker crop production.—E. C. Branson, university faculty.
12. Live-stock farming in Carolina.—D. N. Edwards, Wilkes County.
13. Cooperative enterprise in North Carolina.—L. P. Gwaltney, Alexander County.
14. Economic freedom in North Carolina.—M. B. Fowler, Orange County.
15. Our twenty-two million wilderness acres.—Lawton Blanton, Cleveland County.
16. Elbow room for home seekers.—G. H. Cooper, Rowan County.
17. Room for new farm families in Carolina.—E. C. Branson, university faculty.
18. Taxation and home ownership.—A. O. Joines, Alleghany County.
19. Our need for greater wealth.—R. E. Price, Rutherford County.
20. A State publicity bureau.—R. E. Price, Rutherford County.
21. The fair: A means of stimulation and publicity.—M. H. Randolph, Mecklenburg County.
22. Our Carolina highlanders: Geographic conditions and influences.—D. N. Edwards, Wilkes County. Economic status: Agriculture, industries, and education.—C. C. Miller, Watauga County. Social status, classes and conditions.—J. B. Huff, Madison County.

3. THE COUNTY CLUBS AND CLUB BULLETINS.

Affiliated with the North Carolina Club, directly or indirectly, are the various county clubs of students. The county clubs or certain members of them, are studying the economic and social problems of their home counties. So far 66 county surveys have been prepared for publication in the home papers.

The citizens of Sampson County have published the Sampson County studies in pamphlet form for textbook use by students in the high schools, by the teachers in the county institutes, and for thoughtful reading by the farmers, ministers, bankers, and other

business people in general. The 15 chapters comprising the booklet "Sampson County: Economic and Social" follow the usual outline of county studies as follows: (1) The historical background; (2) Timber resources; (3) Mineral resources; (4) Water-power resources; (5) Industries and opportunities; (6) Facts about the folks; (7) Facts about wealth and taxation; (8) Facts about the schools; (9) Facts about farm conditions; (10) Facts about farm practices; (11) Facts about food and feed production; (12) The local market problem; (13) Where the county leads; (14) Where the county lags; and (15) The way out.

Similar bulletins for Mecklenburg, Durham, and Rutherford Counties have been prepared by university students and their publication provided for by university alumni, and material for similar studies concerning more than half the counties of the State has been collected and is available for editing and publication.

4. FIELD WORK.

Local market problems.—Bankers and merchants in the commercial clubs of the State have been interested in 43 intensive studies of local market problems made by university students during the last three years. These studies have covered (1) the local demand for food and feed stuffs, the local production and the shortage—total and in detail; (2) the bills for imported food supplies, and their significance and (3) the remedies. The professor of rural economics and sociology has delivered addresses on the local market problem in Elizabeth City, Wilmington, Raleigh, Winston-Salem, and Charlotte, three of which have been published in booklet form by local banks and business groups.

Field surveys.—"Orange County: Economic and Social," will be published at the earliest possible date. This bulletin will give the results of six field investigations actively involving the Carolina Club members, the Chapel Hill Community Club, the county school board, and the State and Federal authorities—some 400 people, all told. These surveys concerned: (1) Country schools, (2) churches and Sunday schools, (3) public health and sanitation, (4) farm homes, (5) farm practices, and (6) soils and soil resources. The special field study of negro churches and Sunday schools in Orange County, made by Rev. Walter Patten, will be published by the country life committee of the Northern Presbyterian Home Mission Board.

"Forsyth County: Economic and Social" is a bulletin based on the work of six Forsyth students at the university and three members of the university faculty. It will be published by a group of business people in Winston-Salem as soon as it can be finally edited.

5. COUNTRY-LIFE CONFERENCES.

Country-life conferences have been held at the university during the last four summer-school sessions; the first in 1914 under the direction of Dr. Liberty H. Bailey, of Cornell, and Prof. Branson, of the university. In 1915, the prominent figure was Dr. William A. McKeever, of the Kansas State University.

In 1916 a country-life institute of illustrative sort was directed by Prof. Branson, the purpose being to stimulate the holding of such institutes in country communities throughout the State under local ministerial guidance. The attendants upon this institute at the university were 232, with 21 ministers among the number. Two thousand copies of a special bulletin embodying the plan were published, and the entire edition was distributed in response to requests for it from the State at large and from other States. Nine local institutes were held in country communities in north Alabama by a single minister. In North Carolina the State community service commission has held such institutes in 15 country communities.

In 1917, the Country-Life Conference held an eight-day session, including two Sundays, on which days special addresses on country church and Sunday school problems were delivered by Dr. Victor I. Masters, of the Southern Baptist home mission board, Prof. E. L. Middleton, of the State Baptist Association, and Prof. Branson. The home, school, and health problems of the countryside were treated by Dr. C. J. Galpin, of the University of Wisconsin and representatives of the State departments of education, agriculture, and public health. The attendants numbered 274.

6. THE UNIVERSITY NEWS LETTER.

Ten thousand copies of the university *News Letter* are mailed weekly to people in North Carolina who want it and write for it. The increase in this way has been 6,500 since November 18, 1914, when the first number was issued. It is devoted to the economic, social, and civic phases of North Carolina life, and it enables the university to present to the people of the State the intimate studies of North Carolina made in the department of rural economics and sociology and by the students of the State and county clubs.

III. PUBLIC DISCUSSION AND DEBATE.

North Carolina has always had a special bent for public discussion and debate. In order that such discussion might be better informed, and more intelligent, the division of public discussion and debate has attempted to promote discussion and debate not only among the high schools, but among clubs and societies of every sort, and to supply

outlines and material for use in such discussions. The organizations through which the work has been carried on most successfully, however, have been the school literary societies having membership in the High-School Debating Union.

This organization, through the cooperation of the Dialectic and Philanthropic Literary Societies of the university, was established in 1912 with an enrollment of 90 schools. In March, 1913, each of these 90 schools, after carefully studying an 80-page bulletin prepared by the division, put out an affirmative and a negative team, grouped them in triangles with teams from neighboring schools, and held spirited debates in 90 North Carolina communities. The local contests in these communities were heard by 30,000 North Carolinians, leaving out of consideration the pupils in the schools who became familiar with the subject in the school societies and competitive contests for positions on the teams.

Following this, all schools whose two teams had won in both of their local contests were entitled to enter final contests at the university. Sixteen schools, whose representatives were entertained at the university for two days by members of the faculty and the student body, won this privilege; and after further elimination, Pleasant Garden, a farm-life school of Guilford County, won the decision over the high school of the city of Durham. Woman suffrage was the subject for debate, and the affirmative won.

In 1914 the number of schools grew to 150, and a number of girls made places on the teams. Forty-one schools won in the first preliminary and sent 164 representatives to the university for the final contest. Winston-Salem won on the negative of the subject of the initiative and referendum. Sixty-four of the one hundred North Carolina counties were represented, and a total audience of more than 50,000 was reached.

Enthusiasm and interest have steadily increased from the beginning. In 1915 the number of schools reached 250; in 1916 it grew to 325; and in the 1917 contest it reached 332, with a total of 1,328 debaters, all speaking in 332 North Carolina communities on the same night (March 20) to audiences of 125,000 to 150,000 people. In these three contests the subjects were ship subsidies, the enlargement of the Navy, the Government ownership of railroads, the winners being the high schools of Wilson, Graham, and Waynesville.

The part that girls have played in these debates has been most significant. In the first no girls won their way through the eliminations at the university; in the second a half dozen participated in the semi-finals; in the third a team composed of two girls won the finals over their 998 competitors; in the fourth one member of the winning team was a girl; in the fifth of the 328 representatives of the 87 schools which won the privilege of entering the finals, 101

almost one-third, were girls. Of these, two from Mount Olive won the distinction of defending the negative in the final debate and lost the decision by the narrow margin of three to two.

In addition to the annual contests, interest in discussion is maintained throughout the whole school year by means of fortnightly debates, for which material is supplied in the university *News Letter*, the special discussion and debate bulletins issued by the Bureau of Extension, and from the library of the university, local public libraries, or from the North Carolina library commission. Every section of the State, and every type of high school, feels the stimulation of the union; and in these days of national crisis, when the thought of the Nation is focused on the question of ships, navies, and railroads, the youth of North Carolina is laying the firm foundation of intelligent citizenship.

In all the work of this division the bureau has had the support of the Dialectic and Philanthropic Literary Societies of the university, whose record for debating dates back to 1795. The influence of the alumni and of the student body has been felt in every community, and in many communities the alumni and present members of the student body have made all the plans for the conduct of the local debates. The bureau has been entirely relieved of entertaining the boys who have won the privilege of entering the finals at the university, as this has been done by the university students in residence, leaving only the girls, their chaperons, and the principals of the high schools, to be entertained by the members of the faculty.

The activities of this division have been carried on by the assistant director of the bureau. Expressed in tabular form, they exhibit the following scope:

	In 1915-16.	In 1916-17.
Letters written in conducting the debate	5,000	6,000
Bulletins on query furnished debaters	2,943	3,000
Other documents and material on query furnished debaters	6,087	4,000
Number of schools participating	325	332
Number of counties represented	94	94
Number of debaters participating	1,300	1,328
Total North Carolina audience reached	100,000	125,000

IV. CORRESPONDENCE STUDY COURSES.

As a means of placing the teaching force of the university at the disposal of the people in the State, correspondence study courses are offered. About one-half of these courses carry credit toward the undergraduate degree; the other courses carry no credit. Practically every department is represented by these courses, with the exception of science. All the work in the conduct of the courses is done by the regular faculty members without extra pay.

The courses are arranged on the basis of 30 lessons, each of which is equivalent to one week's work in the regular session at the university. Credit is allowed on the basis of one, two, or three units, depending upon whether the course in regular session comes one, two, or three times per week through the year. *A unit means a year-hour, not a semester-hour.

After registration the first two of these lessons are sent to the student who is expected to do the work of the first lesson and send in a report within one week. While this report is being examined by the instructor and returned within the week, the student is expected to prepare the work of the second lesson and report. As these corrected reports are sent back to the students, a new assignment is also sent, thus keeping the student supplied with a new lesson each week and helping to keep the interest alive.

The majority of these courses are taken by teachers, although a fair proportion of the students represent other professions and occupations. Prevailing conditions in North Carolina determine what the student body in correspondence work shall be. There are no large industrial centers in which sufficiently large groups of engineers, mechanics, salesmen, clerks, etc., can be organized to warrant the expense of supplying an instructor to the group. It is not desirable or feasible to carry on work in such with individuals by correspondence alone. Little or no opportunity has been offered so far by which this work can be carried on through the summer months, because so many of the instructors are away on vacation. This has proven a handicap, and steps are being taken to overcome it.

The work is made self-supporting by fees for the courses. The fee for credit courses is \$5; for noncredit courses, \$3. An additional registration fee of \$2 is also charged the first time a student registers for any course. This registration is permanent so long as the student continues to take the work. Fees are not remitted once the work is begun. No credit courses of junior or senior grade are given as yet, and courses for not over one-fourth the credits required for the A. B. degree can be taken by correspondence study. Sixty year-hours, or 120 semester-hours, is the minimum for graduation. Hence, 15 year-hours or 30 semester-hours may be taken toward a degree through correspondence study.

The officer in charge of this work is a professor in the university, who serves without extra pay. A paid secretary attends to all the clerical work and handles the routine matters. At present this secretary does not have to devote full time to this work, but has other clerical and stenographic duties.

The number of students enrolled is not large, but every year sees a substantial increase in the enrollment. Several students who began

in the correspondence study division have later come to the university and attended the regular session. A few students in the regular session who have been obliged to discontinue regular work in residence have completed it by correspondence study. Through summer school work, correspondence study, and attendance at the regular session, a few students have been able to obtain a degree who otherwise could not have taken the necessary time from their livelihood to give full residence during the four years.

CLUB STUDY COURSES.

During the past year a plan has been devised by which the correspondence study division cooperates with the North Carolina Federation of Women's Clubs to aid the members of literary departments in planning the year's programs.

The president of the federation, together with a professor from the department of history and the secretary of the correspondence study division, chose Latin America as the general topic of study for the year and worked out in detail topics and programs for the year's study and club discussion.

This program was printed in attractive booklet form under the university's direction and is supplied with a syllabus on Latin America and a textbook for each member, together with a map of the country for club use, to the literary clubs for a \$1 fee from each member of those clubs which register. The university undertakes to aid further by furnishing reference books from the college library to individual members in the preparation of club papers or club discussions.

V. LECTURES.

For many years the university has, upon invitation, sent members of its faculty to communities of the State to deliver special lectures and educational addresses. In 1913-14 it extended this work through the Bureau of Extension by organizing a lecture division, through which it might aid schools, Young Men's Christian Associations, women's clubs, and other organizations in obtaining speakers to discuss with them the problems incident to their daily activities and to interest them in the welfare of the State and in the cultivation of the finer things of the spirit.

During the four years members of the faculty have offered annually a total of from 100 to 152 subjects suitable for various organizations. A bulletin has been published annually indicating the character of the lectures, a number of which are illustrated with stereopticon slides.

No fee has been given the instructor delivering the lecture, and no charge has been made for the service except that in every instance

the traveling expenses of the lecturer have been met by the organization securing him. Under no circumstances is the organization permitted to charge admission to the lecture.

In this work, which has met such a generous response that 175 engagements are filled annually in sixty-odd of the 100 counties and an equal number of invitations has had to be declined, the alumni of the university have played an important part. Frequently, in cooperation with a local organization, they provide for a series of three, four, five, or six lectures, look after all the details, meet the expenses incurred, and thereby extend in a most acceptable way the service of the university.

VI. MUNICIPAL REFERENCE.

Gratification of a very high sort is felt by the Bureau of Extension that the general assembly, at its 1915 meeting, provided for the establishment of a Legislative Reference Bureau for the State and appropriated \$5,000 annually for its maintenance. The bureau had felt that North Carolina greatly needed the service of such a reference bureau, and, in so far as it could, had placed since its organization comparative legislative material in the hands of legislators seeking information concerning proposed laws.

While this bureau has been established at the State capital at Raleigh, no provision has been made for a similar bureau for municipalities. Consequently, the division of legislative reference, under the direction of Profs. C. L. Raper and J. G. de R. Hamilton, has been continued as the division of municipal reference. During recent sessions of the general assembly information has been supplied municipalities concerning charters, franchises, taxation, etc., and material from the university library has been loaned. Recently the standard municipal journals of the United States and a number of books on charters, franchises, city planning, commission form of government, playgrounds, municipal ownership of public utilities, etc., have been added to the municipal reference library, and special investigations concerning city school systems, chambers of commerce, markets, etc., have been carried out by various departments of the university. There is a distinct field of service here, and while the organization for supplying it has not been adequately developed, it is the purpose of this division to develop it as rapidly as possible.

VII. EDUCATIONAL INFORMATION AND ASSISTANCE.

The extension work of the school of education has been of the most varied sort, and has constantly increased, both in volume and in definiteness of service. The following are some of the ways in which the school has been active in solving the many problems of North Carolina's educational development:

1. With the foundation of the *News Letter*, the school began the publication of a weekly letter on some specific educational topic as a part of each issue. This plan has been continued, and the total number of letters written by members of the school is, to date, 126. As the *News Letter* has a circulation of 10,000, the school is able by this means to reach directly the great body of progressive teachers and school officials of the State. These letters have dealt with all sorts of educational topics, including classroom methods, plans for county commencements, attendance, rural and city school supervision, the larger problems of school administration, and have in particular tried to present for the benefit of the teaching profession of the State as a whole any noteworthy advance made in educational work anywhere within its borders. The response which these letters have met with has been most gratifying.

2. It is difficult to give in brief space any idea of the variety of services rendered by the individual members of the school. Calls for addresses on educational topics, at school commencements, rallies, county and city teachers' meetings, before women's clubs and other organizations, have been so numerous that, in spite of the fact that over 200 such addresses have been made by the members of the school in the last three years, many calls have necessarily been refused.

Assistance of a more definite sort has been rendered a considerable number of city school systems. A detailed survey of the Winston-Salem schools is now in progress; the sections dealing with the larger administrative problems, including the form of organization, the plant, the pupils, the teaching and supervisory force, and the finances of the system, are completed and in press. More superficial examinations of a number of systems have been made and recommendations offered, and in most cases adopted, with regard to such outstanding problems as disclosed themselves. Mental examinations of pupils by the Binet and other tests have been conducted in four systems. As a result, special classes have been organized in three of the systems, and in the other, in which a beginning of such work had already been made, it has been enlarged. Interest in the subject of educational measurements has been stimulated, and some 16 of the city superintendents of the State are planning to stress this work during the coming year, the school of education serving as a clearing house, offering guidance and formulating State standards.

During the past year reading circles have been organized and guided in 15 counties of the State, in cooperation with the State department of public instruction. The other institutions of higher education in the State have also shared in this work. Much assistance, both formal and informal, during the last two years has been rendered the supervising officials of the schools of the county in which the university is situated.

All sorts of requests for information and assistance have been received and attended to through correspondence as well as by personal visitation. They have ranged from suggestions for the resurfacing of old blackboards to the criticism of plans for school buildings. Suggestions for debates and commencement addresses have been forwarded to pupils, and inquiries from teachers as to school exhibits, the teaching of particular subjects, the gradation of pupils, books for professional libraries, playground apparatus, and scores of other matters have been answered.

3. Three years ago the teacher's bureau was remodeled along the lines which had already proved successful at various other State universities. The bureau has given its services free of cost, and has made recommendations only when asked by school officials to do so. Even with this limitation, it has often been embarrassed in finding men for the positions about which it has been consulted. The director of the summer school also conducts a bureau for teachers who are in summer attendance but have never been regularly enrolled students of the university.

4. Extension bulletins, written or compiled by the school of education and designed particularly for the teachers of the State, include the following titles: "A Professional Library for Teachers in Secondary Schools," "The Teaching of County Geography," "Measurement of Achievement in the Fundamental Elementary School Subjects."

Portions of the revised bulletin of the State department of public instruction on "Plans for Public Schoolhouses" (1915) were also written by a member of the school. In addition to these publications and to the weekly educational letters mentioned above, the school of education has been able to reach the teachers of the State through the columns of the *High School Bulletin*, published at the university and edited by the State inspector of high schools.

VIII. GOOD ROADS INSTITUTE.

None of the forces for the State's upbuilding is receiving more general attention at the present time than the building of public roads; and the necessity for having systems of roads, a State system as well as county and township systems, is being realized more and more. With this realization the first impulse was to supply funds for building the roads and little thought was given to the proper expenditure of these funds. Large sums of money from bond issues, special taxes, private subscriptions, etc., were yearly expended by counties and townships, with results not commensurate with the expenditure.

The second stage in the State's road development has now been reached, however, and the people are beginning to realize the neces-

sity of having men fitted by training and experience to administer these funds, to plan road systems, and secure the very best possible locations, construction, and maintenance of roads.

Realizing this opportunity for State service, the university, co-operating with the North Carolina Geological and Economic Survey, began in March, 1914, the first of a series of road institutes. In the third of the series, held in February, 1916, the State highway commission, established by the legislature of 1915, cooperated with the survey and extended the scope and general usefulness of the institute.

It has not been the purpose of those conducting the institute to train thoroughly in one week's time experienced and efficient road engineers; but it has been their purpose to give information and instruction which would be of benefit to road engineers and would increase the knowledge and efficiency of road superintendents, foremen, supervisors, etc. To road commissioners the institute has endeavored to give an opportunity for familiarizing themselves with the character of road problems and has demonstrated the importance of placing skilled engineers in charge of the road work in their townships and counties.

The institute is held annually during February, and lasts for six days. A carefully prepared program is provided in which representatives of the university, the geological survey, the State highway commission, and road experts from the Federal and other State Governments participate. In 1917 these lecturers and instructors numbered 34. In connection with the lectures and discussions, practical demonstrations are given daily in road construction, road machinery, etc., on the streets of the town and the roads of the county.

At the first institute 24 counties were represented, with 54 men attending; at the second, held in February, 1915, 29 counties were represented, with 80 men attending; at the third, held in February, 1916, 127 men were present, representing 43 counties. Of the 1916 attendance, 20 were road engineers, 19 road superintendents, 31 road commissioners and county commissioners; 12 road supervisors, 4 patrolmen, 20 machinery and materials men and contractors; the remainder were men who were interested in road work, including 20 students of the university. In 1917 the total number present was 130.

IX. POSTGRADUATE INSTRUCTION IN MEDICINE.

Conservation of public health has received steadily increasing consideration throughout North Carolina from many individuals, organizations, and public institutions during the past decade. Among these has been the university, whose participation in the campaign for increased physical welfare has been expressed through the members of its medical faculty. In order to further emphasize the im-

portance of this matter and to render a more extensive service than was practical through the first two-year medical courses given by its medical department and through the occasional addresses delivered by members of the medical faculty, the university, at the suggestion of Secretary W. S. Rankin, of the State board of health, in the summer of 1916 instituted postgraduate courses in medicine for the benefit of practicing physicians. This work, which proved very successful, was carried on jointly by the university and the State board of health.

Two courses, both in pediatrics, were conducted, one being for physicians in eastern Carolina, the other in western Carolina. One was for 16 weeks, the other for 12 weeks. They consisted of lectures and clinics under the direction of Dr. Lewis Webb Hill, of Harvard University, and Dr. Jesse R. Gertsley, of Northwestern University, both acknowledged experts in their field.

Under this plan the teacher went to the doctors practicing at home, instead of a few of the best of them going north to him for several weeks of clinical work. Six towns in eastern North Carolina reasonably close together, with satisfactory train schedules, were selected, and a class of physicians (varying in number from 8 to 20) was formed in each town from the town and its surrounding country. The first lecture was given to the class in town A on Monday morning for one hour, and a two-hour clinic held that afternoon. On Tuesday the lecturer went to town B for the first lecture there; on Wednesday to town C; and so on through the six towns on the six days of the week, going back to town A on the following Monday for the second lecture; and so on for the second lecture and clinic at B, C, etc., and so on through the length of the course. In this way the lectures in town A were all delivered on Monday, those in town B on Tuesday, etc., and similarly for the western division.

One hundred and eighty-five physicians took the courses, or above 90 in each division. The expenses of the course were paid by the physicians, the tuition charges being about \$30 for each student. A small laboratory in the local hospital was maintained in connection with each clinic.

A questionnaire was sent to all of the physicians who took the course, and they were asked a number of questions in regard to its success. Fully 75 per cent agreed that it was very successful and helpful. About the same per cent said that if another course in a different subject should be offered they would take it. The greatest difficulty encountered was in getting clinical material, and having the members of the class meet the responsibility of furnishing the material. It is believed that this difficulty can be obviated by more care at the beginning of the course.

The plan is a flexible one. Similar courses could be instituted much shorter in length for such subjects as require brief special treatment, and instead of a group of half-dozen towns, a group of three towns or two towns could, through some cooperating agency, secure special lecturers and hold special clinics.

A formal record of attendance was kept at the class meetings, and an examination was given in all the classes in one of the divisions. Fifty-seven men stood this written test and passed on it, and were given certificates by the university. At the conclusion of the courses the lectures were published in book form.

X. MISCELLANEOUS ACTIVITIES.

Thus far this statement has dealt with the activities of the nine special divisions of the bureau of extension. Certain other organizations or groups of individuals on the campus or closely connected with it have so splendidly illustrated the extension spirit permeating the university community that mention of them is included here.

YOUNG MEN'S CHRISTIAN ASSOCIATION EXTENSION WORK.

Various extension activities are carried on through students enrolled in the Young Men's Christian Association. No doubt the most successful single activity is the country Sunday-school work, seven such schools within a radius of $4\frac{1}{2}$ miles from the university being conducted by the students.

Townpeople, faculty members, and students furnish transportation facilities and every Sunday sees one student regularly, with very often some helper, at a given schoolhouse or church to give Sunday-school instruction. In about one-half of the schools the people of the community themselves cooperate by furnishing one or more teachers to help conduct the work.

In connection with these schools this past year a lyceum course was given during week nights over a four weeks' period, in which faculty members, the university glee club, and the vaudeville team participated. The programs varied from lectures and musical programs to sleight-of-hand tricks, tumbling, monologues, etc.

As a part of the State-wide campaign for the elimination of illiteracy, the Young Men's Christian Association conducted seven moonlight schools, meeting three nights a week for four weeks. Sixty students were used as teachers for instruction in the fundamental subjects. Interest was added to this formal work by illustrated lectures on such subjects as health, sanitation, Bible stories, etc. This phase of the Young Men's Christian Association extension work became famous throughout the State, nearly 800 people being reached by this means.

Night-school work is also carried on for about eight weeks every winter in a near-by cotton-mill village. Instruction is given in all the elementary school subjects, emphasis being placed upon the more practical applications of the principles. Special lectures are used here also to give added interest to the more formal work. The enrollment is usually around 75 pupils, with an average attendance of about 65. The work is enthusiastically supported.

Schools of similar nature are established and maintained for the negroes in districts surrounding the university center. Every possible effort is made to secure and hold the attendance of the colored people, but with rather discouraging results.

SUMMER SCHOOLS.

The University of North Carolina was the first State-supported higher institution to establish summer normal work for public-school teachers. This so-called Summer Normal was established in 1877 by Dr. Kemp P. Battle. This form of extension work was carried on for eight years, during which time it served nearly 2,500 workers in the field of education.

Over a period of 10 years there was no work of this sort carried on at the university, but in 1894 the summer school idea was revived and continued until 1904, when once more the work was allowed to lapse, having served about 1,500 teachers during this period of its existence.

In 1907 summer-school work for teachers again was begun at the university, with an enrollment of 36, and has continued to the present time. Steadily each year this enrollment has increased until the session of 1916 enrolled over 1,000 students, mostly teachers and superintendents.

The form of organization and method of conducting the work differ little from what are found in the various types of summer schools throughout the United States. The length of the session is six weeks, exclusive of all holidays, registration, etc.

The teaching staff consists of 41 men and 19 women. Twenty-eight of the men are members of the regular university faculty, and seven others come from other college faculties for the summer.

Over 100 different courses of instruction are offered, many of them being taught in two sections or more. About one-fourth of the courses carry credit toward the graduate degree; a little more than one-half the courses carry undergraduate credit, the remainder being given normal credit toward renewal of certain teaching certificates.

The students are largely from the State, 9 out of every 10 counties being represented in the student body. Every year sees more students coming from outside the State to take the work. About 1 in 10 of these students take graduate courses, about 2 in 10 take undergradu-

ate work, approximately 7 in 10 come for personal improvement or to get sufficient credit for certificate renewals.

A demonstration school is run in connection with the summer school, which is a component part of the local school system.

During the session also various conferences are held dealing with problems of the country school, country church, country health, etc. For these conferences prominent speakers are secured, while the summer-school faculty aids in the round-table discussions, personal conferences, and the like.

The teachers' bureau conducted in connection with the summer school has been of very great service both to teachers and to superintendents and committeemen. This department has become a sort of clearing house through which the needs of both factors in the teacher-hiring problem are efficiently served. No charge is made for this service, though it takes the full time of one clerk to make the department as efficient as it is.

Fees, board, and rent for the six weeks amount to approximately \$35 per teacher-student and \$40 per student not a teacher. To meet the inevitable deficiency the university puts into the summer school a sum equal to \$4 per student, or thereabouts. This extremely low cost per student makes summer-school advantages possible for many teachers who can ill afford long trips and expensive living at places outside the State.

The university summer school is serving a very real need of the State and is giving that service at much less than cost. Increasing demands upon it make it increasingly difficult to keep the cost low enough and at the same time to keep the efficiency high enough to meet the needs.

RALLY DAY.

In order that the students at the university may get very concrete ideas about cooperative effort and concerted action in matters of public welfare, one day every fall is set apart as Rally Day. This is an occasion when the farmers and others dwelling in the countryside surrounding the university meet on the campus in a social way to mingle with one another and to come into touch with affairs larger than those of their everyday life.

Opportunity is offered for agricultural, canning, and school exhibits, for which prizes are awarded. The Sunday schools conducted by the students of the Young Men's Christian Association come in a body and contest in chorus singing for a prize. Free moving-pictures and stereopticon lectures go on during the entire day. A picnic dinner is served on the grounds to which the people and the university contribute. In the afternoon athletic contests and a baseball game provide outdoor amusement and the development of that

spirit of good sportsmanship so necessary to community effort. No charge is made for anything, and no fees are requested or expected.

This day has come to be an accepted gala occasion by the people round about and has served as an inspiration to other communities all over the State for similar occasions. That the day is appreciated is manifest in the informal, unhampered, untrameled good cheer and orderly conduct of the crowds that come year after year to enjoy themselves.

STATE CONFERENCES.

From its inception the bureau has sought to be of assistance to all State organizations which have indicated a desire for its aid. In this way it has cooperated in holding special meetings at the university for the Federated Women's Clubs, the Farmers' Union, the Press Association, the High-School Teachers, the Country Life Workers, and other organizations of a similar nature. In every instance it has provided special lecturers at the university's expense, has arranged helpful exhibits, and has placed every available resource of the university at the disposal of the visiting organization. At the meeting of the State Press Association in 1916, for example, through the direct assistance of the department of journalism, it secured Ex-President W. H. Taft; Dean Walter Williams, of the school of journalism of the university of Missouri; Dean Talcott Williams, of the Pulitzer school of journalism of Columbia University; and Don Scitz, of the New York World, to discuss various phases of newspaper work; installed a linotype machine, and issued a daily paper on the campus for the benefit of the visitors.

COMMUNITY SERVICE WORK.

It was North Carolina's distinction to be the first State to devote, through proclamation on the part of the governor, a week, or a part of a week, to the study in every community of the State of vital community problems. This it did during December, 3-5, 1914, the idea having originated with the president of the university. In carrying out the observance of the "Week," the central committee appointed by the governor, drew upon the bureau for the editor of the handbook, which was used as a basis of the specific studies engaged in, and made extensive use of material from the files of the university library and of the department of rural economics and sociology. The Handbook, issued in a 40,000 edition, contained studies on roads, schools, public health, cooperative enterprises, etc., and was studied in detail by members of the communities and made the basis of the discussions engaged in throughout the State. The special meetings were given wide publicity by the State press, and there was scarcely a

community in North Carolina which, during the days December 3, 4, and 5, did not study in a new informed way, some of its vital problems. In addition to this general service, members of the faculty took an active part in the observance of the "Week" in Orange County and delivered special addresses in a dozen communities in other parts of the State.

ATHLETIC ASSISTANCE TO SCHOOLS.

The development of school athletics has been one of the constant aims of the bureau. Each year contests are held in baseball, basketball, football, tennis, and track athletics, the contests being arranged by the assistant director of the bureau, a committee from the University Athletic Association, and a committee from the Alumni Association. The final contests are held at the university, and suitable prizes are awarded.

PUBLICATIONS.

Reference has been made in the preceding pages to the publications of the various divisions of the bureau. These publications in every instance have been prepared to meet some specific want and the entire editions have been used. In the case of the North Carolina Club Yearbook for 1915-16 copies were sent only upon request by postal card or letter, and 2,000 copies were thus placed in the hands of people wanting them. The same plan has been followed with the *News Letter* and several others of the special bulletins.

The publications are as follows:

- A. Extension Series Bulletins: 1. A Professional Library for Teachers in Secondary Schools; 2. Addresses on Education for Use in Declaiming, Essay Writing and Reading; 3. Extension Lectures for North Carolina Communities; 4. Correspondence Courses; 5. The Initiative and Referendum; 6. Public Discussion and Debate; 7. University Extension; 8. Cooperative Institutions Among the Farmers of Catawba County; 9. Syllabus of Home-County Club Studies; 10. Part I—Extension Lectures for North Carolina Communities; Part II—Correspondence Courses, 1914-15; 11. Ship Subsidies; 12. The Teaching of County Geography; 13. Part I—Correspondence Courses, 1915-16; Part II—Extension Lectures for North Carolina Communities; 14. The Enlargement of the Navy; 15. Third Road Institute; 16. Country-Life Institutes; 17. The North Carolina Club Yearbook, 1915-16; 18. Part I—Correspondence Courses, 1916-17; Part II—Extension Lectures for North Carolina Communities; 19. Government Ownership of Railways; 20. Fourth Road Institute; 21. Measurement of Achievement in the Fundamental Elementary School Subjects.
- B. Extension Circulars: 1. Our County Church Problem; 2. Our Carolina Highlanders; 3. Wealth, Welfare, and Willingness in North Carolina.
- C. Extension Leaflets: 1. Courses with University Credit; 2. Courses for Teachers; 3. Courses for Workers.
- D. The News Letter.
- E. A Syllabus of Latin-American History.
- F. A Course on Latin-American History for Women's Clubs.
- G. Lectures in Pediatrics.

APPENDIX.

University of North Carolina Extension Leaflet.¹

WAR INFORMATION SERVICE.

This leaflet gives in brief outline the war-extension service of the University of North Carolina in the field of education.

Its concern is with the causes of the war, the practical relation of the average American citizen to the war, the immediate necessity of winning the war, American aims and ideals in the war, and preparation for material, social, and spiritual reconstruction after the war.

Its impulse is the belief that the present crisis in democratic civilization can not be adequately met until there is brought home to the minds of the Nation not merely the sense of fear of the aggressions of Germany, but a deep sense of appreciation of our own precious heritage of freedom.

This educational need is the great and unique opportunity of the educational institutions of America. Their distribution over the whole country, their resources of writers and speakers, their ready access to local forums of public opinion, and their hold on the confidence of the public, give them an opportunity of incomparable importance in this task so essential to the sound progress of every purpose of our Government.

Educational institutions from the highest through the lowest, without in the least disturbing their normal functions, can turn their resources to this fundamental work in education in what it means to be an American in 1917 and after.

The following plan of providing war information service to the public in the sphere of influence of the institution proceeds from the more intensive to the more extensive. Separate leaflets are issued giving detailed information as to the service offered in each division.

1. **EXTENSION CENTERS.**—Centers may be established in any community upon the application of a properly organized group of students. From one course to six courses given at each center, each course requiring a month for its completion. A member of the university faculty to be sent to the center at the beginning of the course and the remainder of the group meetings directed by him through a local, well-qualified man. The work to be guided by a syllabus, by outlines, and tested by an examination. The courses to form a consistent whole. The courses (by way of example):

- a. Theories of the State.
- b. Europe Since 1815.
- c. South American Relations.
- d. Political Idealism in British and American Literature.
- e. Economic and Social Aspects of the War.
- f. The War as Reflected in Recent Literature.

2. **GROUP LECTURES.**—Four or five or more of these lectures or similar lectures more popularly treated and without intensive class study may be arranged as a series by any community (e. g., one a month by a Young Men's Christian Association, or similar organizations).

3. CORRESPONDENCE COURSES (with college credit) and READING COURSES (without credit) on the subject matter of these extension center courses, using the same syllabus and other material, but in more popular form. A text book (326 pages), "American Ideals" (Houghton Mifflin & Co.) prepared by two of the professors, is a source book of selections showing through state papers, speeches, etc., the development of American thought, political ideals, etc.
4. SINGULAR LECTURES on a wide variety of subjects related to the war will be furnished to communities as a part of any other lecture plan they may have for special occasions. A list of lecture subjects and lecturers furnished on application.
5. READERS' SERVICE.—This service undertakes to furnish through the university library, the faculty cooperating, information as to books, articles on special subjects relating to the war, furnishing small package libraries of pamphlets on half a dozen important phases of the war and in so far as possible lending books and acting as a distributing agency for putting Government and other publications in the hands of interested readers.
6. DIRECT PUBLICITY ON WHY WE ARE AT WAR and WHY THIS IS OUR WAR.
 - a. Special articles by members of the faculty in journals of education and the like, and special leaflets to be issued by the Extension Service and sent to public school teachers.
 - b. Special editions of the *University News Letter* (a weekly clip sheet published by the university) devoted to these subjects and sent to a special list of people influential in their local communities, but not for the most part readers of the daily press.
 - c. Debate subjects and outlines, composition subjects and patriotic programs, for school exercises and celebrations, community gatherings, etc.
7. THE LAFAYETTE ASSOCIATION.—An association—state-wide and nation-wide, if possible—composed of high school and grammar school students, parents, and others interested, called the Lafayette Association to symbolize the ideals to which Lafayette devoted his life and for the purpose of "realizing the infinite power of the public school as the center of the community life of the nation in the essential task of nourishing, developing, and crystallizing, through expression, the national spirit of present and future America." A full explanation of the Lafayette Association is given in another leaflet.

For additional copies of this leaflet or for information concerning the general extension work of the university, address—

THE BUREAU OF EXTENSION,
UNIVERSITY OF NORTH CAROLINA,
Chapel Hill, N. C.