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CLASS EXTENSION WORK

IN THE

UNIVERSITIES AND COLLEGES OF THE UNITED STATES

By

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PREFACE.

The writer of this report is indebted for information and material to the collections of letters, documents, and publications made by the Division of Educational Extension of the United States Bureau of Education. Special acknowledgment is due the manuscript report on the organization of extension work prepared by Dr. J. J. Schlicher, formerly director of investigation in the Division of Educational Extension. This report has been quoted frequently and facts derived from it used throughout the report.

CLASS EXTENSION WORK IN THE UNIVERSITIES AND COLLEGES OF THE UNITED STATES.

DEFINITION OF EXTENSION TEACHING.

The statutes of Columbia University (sec. 250) define extension teaching as "instruction given by university officers under the administrative supervision and control of the university, either away from the university buildings or at the university, for the benefit of students unable to attend the regular course of instruction." For the purposes of this bulletin we may define extension classes as classes organized to meet the needs of persons who are not resident students of an educational institution.

Four kinds of extension classes may be distinguished—ordinary classes, short-course classes, lecture classes, and group or club study classes. This grouping is somewhat artificial, and is intended primarily for convenience in presentation, but it is also based upon differences of character which are real. Each of these kinds of extension classes will be discussed in the order given.

ORDINARY CLASSES.

There is little need for an extended description of the ordinary class. Methods of instruction do not differ materially from the methods used in resident work. The instructor meets the class at set periods, assigns lessons and readings, lectures, leads discussion, quizzes the class, requires reports, and gives examinations on the work in quite the regular manner. The facts that the classes may be held at times when residence work is not ordinarily given, in places away from the campus, on subjects and of an academic grade not in the institution's regular curriculum affect the regular method of class instruction in only the slightest way.

THE SHORT COURSE.

The short course may be described as a lecture conference devoted to intensive study of a particular problem, usually intended for

specialized, professional, vocational, or business groups. Short courses are conducted by means of lectures and conferences led by special lecturers and instructors both from within and outside the university. They usually last from three days to a week and are serious attempts to provide the latest information and ideas upon a subject to men who are engaged in the occupation which the course treats. One of the most popular kinds of short courses is the business or merchants' short course. The University of Minnesota annually holds at the university a merchants' short course lasting for one week. This preliminary course is followed by another lasting three weeks. The conferences and lectures in the briefer course are of the usual short-course type. The three weeks' course, however, groups the students into classes for regular study and instruction upon subjects in the field of business or merchandising.

The Universities of Iowa and Colorado hold their short courses in various parts of the State. Approximately the same program is put on through a circuit and lasts from three to five days. Seven short business courses were held by the University of Colorado during the period of 1917–18, with a total enrollment of 1,471. This work has been so successful in Colorado that a bureau of business and commercial development has been established in the extension division to meet the demands along these lines.

Short courses for physicians and for bakers have been held by the University of Wisconsin. In the short course for physicians from 45 to 55 per cent of the physicians of the surrounding country attended the course. It was given in nine centers, and the total registration was 247.

The Massachusetts Extension Department has attempted to give what are known as winter-vacation courses. These are short courses offered to teachers during the winter school vacation. Because of exceptional local conditions they have not been very successful, but the plan suggests that there is here a field for development in other States.

Since the short course is primarily intended for those who are already familiar with the general subject of the course and desire only intensive work upon some particular phase of their specialty, the short course can be given wherever the resources of the institution can supply the necessary expert instruction and where a large enough number of persons with a specialized interest can be brought together. Practically every phase of modern life offers opportunities for this kind of work. The more intimate contact between active life and academic life which extension divisions give should lead to a great development of the extension short course.

The normal school at North Adams, Mass., offers a most unusual opportunity which is neither short course nor ordinary class course,

but seems to be most closely related to the short course. The school invites teachers and others who have serious desire to improve some special phase of their professional equipment to come to the institution at any time, to stay as long as they desire, attending and doing the regular work of the classes dealing with the subject matter of their interest. This plan was devised at North Adams to supplement correspondence courses. It enabled students to come to the institution for instruction in the subject matter which presented difficulties when taken by correspondence. Such an offer could hardly be expected from many institutions at the present time. Professors would perhaps find it too disturbing to ordinary routine, and in many subjects a stay of two or three weeks might be of little benefit. Nevertheless, this experiment at North Adams deserves the careful consideration of other institutions which wish to offer definite service for and to make intimate contact with those who can not regularly attend school.

LECTURE COURSES.

One of the difficulties in presenting accurate figures about class-extension work is the complicating factor known as the lecture course. The lecture course may be the most serious and advanced form of teaching. It may be mere entertainment. It may range from a regular postgraduate university course to a cartoonist's chalk talk. The former should undoubtedly be included in a discussion of class-extension work. The latter certainly has no place in such a discussion. Institutions in their reports fail, in many cases, to distinguish between the gradations of lecture work. Little more can be done here than describe some of the types of lecture courses carried on by extension which are of a character sufficiently serious to justify their inclusion in a report on class extension:

1. The most formal kind of lecture course is that in which lectures are given by one man at frequent intervals on a single subject, over a period of several weeks, requiring outside reading, reports, and examinations, and for which university credit may be granted. As in resident university courses, the lectures may or may not be supplemented by periods of discussion and questioning under the direction of the lecturer or an assistant.

2. Quite as serious and often as formal are the lecture courses in which the conditions and requirements are the same as those described above, except that lectures on the separate phases of the subject are given by different lecturers.

3. An important type of the lecture course is the lecture series for which no university credit is given, but which is intended for specialized groups interested in the subject. These courses may be as earnest in purpose and content as the courses described above.

4. A series of lectures on a single subject, compressed within a few days and delivered for the benefit of a specialized group, is very like the short course. The training of the group may be such that no outside reading, no discussion, and no examination are needed to insure the educational character of the series.

5. On the border line between real work and entertainment is the lecture course on a single subject of general public interest and concern.

A single lecture course may serve to entertain and to instruct, since some of those in attendance may merely listen and others may do reading, make reports, and take examinations. While formal instruction is not the only educational method which is worth while, it is to be doubted whether lecture courses which do not make use of devices intended to supplement and test the information given in the lectures should ordinarily be rated as serious classes. Less formal instructional methods serve very useful purposes, but they should probably be classed as cultural exercises rather than class study.

Columbia University has drawn a line between what is regarded as serious extension classes and these cultural exercises by the organization of a separate Institute of Arts and Sciences, which provides late afternoon and evening programs consisting of general lectures and events of a cultural nature. The report of the director of extension of Columbia thus describes the work of the institute:

> The program is planned for busy men and women. Its scope includes single lectures and short series of lectures, of not over six, on history, literature, art, music, geography, science, and on current economic and social problems; it comprises also illustrated travel lectures, recitals, dramatic readings, and vocal and instrumental as well as chamber music and concerts.
>
> A member of the institute is entitled to free admission for himself and one other person to all the lectures and other events on the regular evening programs, but in the afternoon only one person is admitted on the ticket. The ticket is transferable. Altogether the membership ticket includes free admission to approximately 250 lectures, readings, concerts, recitals, etc., throughout the season. The program continues from October to April.
>
> The university auditoriums are used. Memberships are accepted at any time and are good for one calendar year from the first of the month nearest the time of enrollment.

The character and purposes of those in attendance may determine whether lectures of the type given in an institute of this kind are educational or merely diverting.

Massachusetts, for instance, has given a series of lectures on medical matters of special interest to social workers who care for children. The course consisted of a lecture one afternoon each week for 14 weeks. A similar course was held on neighborhood and community organization upon Tuesday evenings for leaders in social work. The

latter course consisted of 15 lectures. These courses undoubtedly served a real educational purpose.

Columbia University also has given through its institute a course for the metropolitan police of New York City. The class was of real educational value. It met twice a week, both in the morning and in the evening, and consisted of seven lectures on criminal law, five lectures on municipal government, and three on criminology. Over 150 patrolmen attended. Similar courses for policemen have been given at Berkeley, Calif., and at Cambridge, Mass., under the direction of local institutions.

The class extension work of Reed College is of the lecture-course type, which permits of serious work through supplementary readings, reports, and examination, although those who elect not to do this extra work may be admitted to the courses.

The figures of total attendance over a series of years show the possibilities of growth and service which the extension lecture class offers.

Attendance of the extension lectures of Reed College.

1911–12	3,360
1912–13	6,477
1913–14	11,288
1914–15	13,547
1915–16	17,158
1916–17	48,060
1917–18	27,412

War activities and the consequent reduction in the work offered in 1917–18 accounts for the smaller attendance in that year.

The University of Michigan offers lecture club courses to commercial, civic, and art associations, women's clubs, church study classes, and groups of similar nature. Organizations which desire to study the problems presented in a prospectus issued by the university may be supplied with a series of lectures which will thus form the nucleus for the club work. This type of group work seems to form the connecting link between the lecture course and club study, and may partake of the excellent features and the deficiencies of both.

CLUB STUDY CLASSES.

There is as great variation in the seriousness of the work in club study classes as in lecture courses. An announcement of the Indiana University extension division describes what is commonly referred to as club study as follows:

A course of reading and study is outlined by a member of the faculty. A textbook is chosen as a basis for study. A small library consisting of from four to eight books is selected for common use by the members of the club. A sylla-

bus or outline which contains full references to the text and to the library and suggests topics for special papers and reports is supplied by the extension division. The member of the faculty who prepares the outline and under whose direction the study is undertaken meets the club at the beginning of the course. He gives a lecture which forms a background for future work. He conducts a conference hour to give individual help and to offer suggestions for effective work. This is the only time the instructor meets the club except by special arrangement. After each succeeding meeting the secretary of the club sends to the extension division a report of the progress made. When that report contains questions for answer or points for elaboration, it is referred to the instructor in charge and is answered by him through an explanatory letter to be read at the opening of the next regular meeting.

Each member of the club is charged a fee of $1. The minimum membership accepted is 12. The extension division supplies the syllabi and pays the expenses of the instructor in charge. Members who desire to gain university credit and who thereby require special attention of the instructor for the required written work and a special examination will be charged an additional fee.

This plan permits of serious class work, but Miss Grace Thompson, in a paper read before the National University Extension Association in 1916, has pointed out that:

> On the one hand, it has some of the features of extension teaching, in that it presupposes a homogeneous group of individuals interested enough in a unit subject for study to pursue a course of reading outside of the club meetings. On the other hand, it has some of the features of haphazard club work in that the study is largely self-conducted and does not have the stimulus of regular class meetings under a regular instructor.

Miss Thompson has further pointed out some of the limitations of such self-directed class work:

> Unless club study is to be a heavy expense to the extension division, at least 12 persons must join the club. This means that there must be found in a community 12 persons interested in the same subject. Unless the course is one which will appeal to people of widely differing interests, this will be a difficult task. In towns of less than eight or ten thousand inhabitants it is hardly possible to secure 12 teachers all interested in the same subject, or 12 doctors, 12 lawyers, 12 ministers, etc., unless, as I have intimated, the course is one which will appeal to the nonprofessional interests of a group of persons with the same grade of educational equipment, let us say a course in sociology or in economics. Thus it seems to me that only a limited number of subjects could be offered to persons engaged in the professions. In a like manner, it would be difficult to secure a group of 12 or more business men who were interested in the same subject, unless it were a practical course in economics or in political science, something of more or less immediate practical value. And, even in such courses, there is a question as to whether or not much real benefit could be derived unless an instructor were at hand to clear up such misconceptions as are bound to arise in nondirected discussion of political, social, and economic questions. Similar difficulties are apparent in any attempt to secure club study subjects for skilled workmen, who are less capable of carrying on self-directed study than other classes. Furthermore, the average skilled workman must have a definite vision of how

a study is to promote him personally, is to help him "get ahead," before he will undertake it.

The plan of the club-class work of some extension divisions does not contemplate so much assistance as that proposed in the plan outlined by the Indiana announcement. Some institutions merely prepare outlines or syllabi, which are furnished to clubs for guidance. Only an extremely elastic definition of class work would justify including this type of service as class extension.

Other institutions, however, rank as club study any class work in which the instructor is present periodically, but not at every meeting of the class. Of nine institutions which reported to Dr. John J. Schlicher on club study work, thus conducted, four stated that success was good, two that it was fair, two that it depended on circumstances, such as local leadership and interest, one that it was unsatisfactory.

According to Dr. Schlicher's manuscript report—

> Among the obstacles mentioned are the difficulty of keeping the students working at the same rate of speed, and of assigning the proper amount of work for the interval between visits. It is usually adopted from the necessity imposed by long distances, but sometimes from choice as well. One director believes there are the greatest possibilities of expansion in this line. In the Colorado State Teachers' College, it has been adopted with good results as a means of making up such deficiencies as may appear in a self-survey instituted by the school system of a town. The instruction supplied is that in which the teachers themselves have found that they are wanting.

Miss Nadine Crump reports a plan of club-study which has been tried by the University of California:

> It was proposed that one or more members of the club register for a correspondence course, the fee to be paid either by the member registering, or by the club or the section of the club in which the work was to be done. These students prepare the assignments far enough in advance of the club meetings to enable them to receive their papers with corrections and suggestions from the instructor at the university. Thus fortified by study and by aid from the instructor, she is enabled to lead the club in the discussion of the topic in question. Several clubs have thus substituted a correspondence course for their usual program.
>
> Our experience thus far has revealed to us very clearly that the usual correspondence course is not adapted to club study. The members of a club do not desire, nor are they often prepared, to carry on the study with the same thoroughness as the individual who has in mind a definite purpose. The secretary of the bureau of correspondence instruction is now ready to offer somewhat different plans for next year and plans that have promises of great success.
>
> The majority of women's clubs meet twice per month during a period of nine months. Allowing six meeting days for banquets, musicals, socials, or adjournments for holidays, there remain 12 meetings to be devoted to serious work. He has, therefore, prepared courses of 12 assignments. Registration will be on a blank especially prepared for the purpose. A letter will be sent to every

club president in the State before the programs are made out stating that the university is able to offer these courses. For the registration fee of $5, several sets of assignments will be sent. Some 20 courses are now ready for use.

In each assignment is a list of six or more specific topics with special reference to texts. In addition to these special references, a general bibliography on the subject is provided. The advantages of such a program, as the above, over the average club program are too obvious to mention. If means for making the right connection mentioned previously were available, it is safe to say that a large majority of clubs, both men's and women's, would adopt such a plan for club work. Without that, judging from the response made by the people of the State to every form of extension service offered, there is little doubt but that very many clubs will take advantage of this opportunity. Whether this plan succeeds or not, some such definite program will need to be adopted if the universities render to the club life of the States the service that is due them.

The method of club or group study which seems to promise the most for serious work is that in which the correspondence study method is combined with some form of group meeting. If enough students are registered in a correspondence course, regular meetings to discuss their work under the leadership of one of their own number gives a form of group study which satisfies the fundamental requirement that study groups have a common interest, and at the same time supplies the advantages of discussion which are ordinarily lost in correspondence study work. If instead of, or in addition to, such group meetings of correspondence students, it is possible for an instructor to meet the class periodically, it would seem that club study might be made a thoroughly serious means of education.

NUMBER OF CLASS CENTERS.

It is evident from the foregoing description of how one type of extension work fades into another and of how difficult it is to determine which courses are of such character as to justify listing as extension classes, that attempts to compile accurate statistics concerning the number of places where extension classes are held is an almost impossible task. The definition of class-extension work has not become sufficiently standardized to make it certain that the term is used in the same sense by different institutions. The reports of the work of the universities and colleges, therefore, are confusing.

Only about one-half of the institutions which to the writer's knowledge carry on some form of class work, lecture courses, or club study, present information which is sufficiently exact to use in compiling statistics. Some of these institutions report from 5 to 60 classes held, but do not indicate whether they are conducted in more than one center. In such cases, therefore, the institution has been credited in the figures which are here given with but one center, unless some other record makes a larger number certainly correct.

The figures under these circumstances must be far below the facts. The only justification for attempting to give numbers is that the number of class centers which can be counted, even under these adverse conditions, is so great as to make the slight attention paid to class-extension work by professional educational experts a most astonishing phenomenon. Four hundred and five extension centers maintained by State universities, private colleges, normal schools, and boards of education have been counted. There is little doubt that complete reports would show double this number of centers.

NUMBER OF EXTENSION CLASSES CONDUCTED.

The number of classes held in each of these centers varies greatly. In many of them only one class is conducted; in others, 50 or more different classes may be held. No attempt has been made to determine the total number of classes held or the average number for each center. Figures for a few typical institutions are given, however. These figures show clearly that in many cases the number of classes held in a center makes it an educational force of considerable importance. The figures which follow are for the year 1917–18.

The University of Washington held 21 extension classes in Seattle, 3 in Olympia, and 1 in Everett.

The University of Kansas held 8 extension classes in Kansas City, Kans.; 3 in Kansas City, Mo.; 2 in Hutchinson; 1 in Rosedale, and 2 in Topeka.

The Western Illinois State Normal School held 1 extension class in each of the following towns: Barry, Bluffs, Colchester, Carrollton, Canton, Cuba, East Moline, Griggsburg, Ipaba, Monmouth, Peoria, Pittsfield, Spring Valley, Stronghurst, Toulon, White Hall, Winchester, Rushville; 2 in Havana, Jerseyville, Moline-Rock Island, and Quincy, and 4 at Galesburg.

Columbia University offers 425 courses in 45 different subjects, besides 110 offered through the School of Practical Arts, 26 courses in spoken languages, and others in practical optics.

The University Extension Department in Massachusetts has held 1 course at Amesbury, Ayer, Belmont, Fall River, Fitchburg, Franklin, Holyoke, Hyde Park, Lawrence, Lynn, Mattapan, Milton, Needham, Newburyport, North Adams, Taunton, Watertown, Westborough, West Hingham, Weston, and Winchester; 2 in Brockton, Cambridge, Newton, Pittsfield, Springfield, and Squantum; 3 in Chelsea and Framingham; 4 in Charlestown, Lowell, and Worcester; 12 in Boston.

It is to be regretted that more complete figures are not at present available to show in how many cities and towns where there is no resident university, or college, or technical school, the university

extension divisions are supplying large groups of people with instruction which they need and desire. These figures would also show that a number of small towns which would otherwise be isolated educationally are being offered educational opportunities through university extension at a cost far below that which would enable residents to obtain similar advantages in other ways.

THE SUBJECTS TAUGHT.

It is safe to say that there are more different courses offered through extension classes than are offered in resident work. This is due to the fact that there are so many more types of courses which can be offered through extension classes. Practically every college course which is given in residence is also offered through class extension for college credit. This is true because extension classes are so often conducted on the campus, thus making possible the use of laboratories and shops which are not usually available away from the institution.

In addition to the courses which are regularly a part of the work leading to a degree, many universities and colleges offer through class extension the full preparatory course of study. These courses are intended for those who are too old to go to high school and for those who are not able to afford a continuous high-school course. The University of Kansas, for instance, provides preparatory courses which give a student the opportunity to do all the preparatory work by extension. This enables him to attend a college or professional school if he so desires, or, as is more usually the case, provides him with an elementary education which will be of use in his ordinary life.

Courses that are ordinarily known as postgraduate courses when given in residence are given through extension classes. This postgraduate work may be of the same type and character as that which is given in residence, or it may be highly technical work within a very specialized field which is intended to enable professional men to keep abreast of the progress in their professions. Physicians, teachers, engineers, and lawyers find in extension classes of this type an opportunity which they could get in no other way. It is impossible for them to stop their work to attend a professional school; bringing specialized work to their own communities is the only way they can keep up with the latest developments in their work.

Through extension classes, courses which are seldom found in resident curricula are given for less highly trained workers. Courses for clerks, giving intensive training in salesmanship, in fabrics, in any number of subjects for which they have constant use in their daily occupations; brief courses for mechanics in theory or in prac-

tical work; courses for bankers, in finance, business conditions, foreign trade; courses for bakers, dealing with such subjects as yeast and flour mixtures; these are but a few ways in which the extension class serves a community. The list might be indefinitely increased. Extension classes provide a means whereby any group of interests may be given exactly the kind of special training and information which it needs.

Courses are given for women in the home. Instruction in marketing, in the care of children, in cooking, in all of the endless variety of the home-maker's everlasting round of duties. But perhaps of even greater service to women is the opportunity which extension classes offer them for real training in subjects and interests outside their daily tasks. The duties of citizenship which women have so recently acquired will, we hope, be better performed than men have performed them. But the whole history of women's occupations has been such that they have had little opportunity to learn of the political, economic, and social conditions and theories which must be known if their citizenship is to make any large difference in our common life. The extension class in the home town, providing the highest type of instruction in these lines, offers the best opportunity for training women to meet their new obligations. Directed reading and discussion in an extension class which gives a credit or two in the university are better able than haphazard club programs to give these new voters the information and training they desire.

Courses for business men, merchants, bankers, and manufacturers are provided in extension classes. A busy man may thus learn more about his business and about the relations of his business to all business and to society. It is interesting to note that 50 per cent of the students doing class extension work in the University of Washington are studying business subjects and that the proportion in the University of Wisconsin is almost as large.

This brief summary of the types of courses given by extension may be further extended by indicating briefly the subjects which are most popular with class extension students. Those who are familiar with the work of college students, with women's clubs, and reading circles will not be surprised to know that in extension classes the desire for additional cultural education most often takes the form of English study. English composition and English literature are the subjects in which there is the largest registration. But it is somewhat astonishing to find that, if from this number is subtracted those who are studying business letter writing and business English, the number of students in economics and sociology is larger than the number of students in English courses. Probably the number of students registered in educational subjects comes next to English in the list. Other vocational subjects, and subjects of obvious eco-

nomic importance to the student, are taken by a large proportion of class extension students. Purely cultural subjects are not popular. The work is too difficult and requires too much hard work to attract the aimless habitué of the reading circle and women's literary society.

CONDITIONS OF ADMISSION TO EXTENSION CLASSES.

With the wide diversity in subject matter and grade of courses which are given in extension classes it is obvious that no one set of conditions of admission to these classes can be imposed. It would be contrary to the spirit and purpose of extension work if institutions so limited admission to extension classes as to confine the benefits of the courses offered to narrow groups. It is of the essence of extension work that everyone who desires instruction be given an opportunity to do the work. Because of this, extension classes which are reproductions of the work done in residence are seldom closed to those who can not satisfy college entrance requirements. It is true that practically all institutions which offer university credit for their extension work require that, before credit is granted, the student satisfy the ordinary university requirements. But even in these classes there is a liberality which is not found in residence work. A student who can not satisfy college entrance requirements may be admitted to a college extension class, and if he does satisfactory work may be given college credit, even though he does not satisfy the entrance requirements until a later time. Persons who have no desire for college credit are usually admitted and allowed to take the work if they show that they are capable of carrying it on profitably. In other words, the subject matter and the instruction, rather than academic credits, are the essential things for which extension classes are conducted.

Some institutions grant college credit to those who can not satisfy the ordinary admission requirements, if they belong to selected professional groups. In Indiana University all teachers in the public schools of Indiana are admitted for credit to any of the courses offered by extension, regardless of their previous educational training, although the usual conditions must be satisfied before a degree is granted. In a few cases students who satisfactorily complete credit courses without having the previous educational requirements may use their class extension work as subcollegiate credit to satisfy these entrance requirements.

Extension classes which are of postgraduate rank are not so numerous as those of other grades. Only a few institutions permit candidates for higher degrees to satisfy part of the requirements by class extension courses. Nevertheless students in some of the profes-

sional schools at Columbia University, especially students in the schools of mining, engineering, and chemistry, may pursue some special line of scientific study or prepare themselves for special study through extension classes. In this case these classes are open only to those who have had a preliminary course of three years in Columbia College or the equivalent. In this connection it should be stated that the collegiate training preliminary to these advanced courses may be taken in part or in full in extension classes by students who are otherwise engaged during the day. The courses of postgraduate rank are usually not intended for degree purposes, but are intended to afford additional training in various phases of their work to professional men who are actively engaged in the profession.

What has been said in regard to college courses holds true also in large measure in respect to the high-school work taken to satisfy college entrance requirements. If a student is less than 18 years old, many institutions require for admission to high-school work, to be used to satisfy college entrance, that the student have previous grammar-grade training. But if the student is over 18 years old he will in most cases be allowed to take the work and be given credit for it for college entrance, even though he has no grammar-school certificate. Any one who can do the work and wishes to take it for the benefit which he may get from the work itself may do so. No one will be excluded from these courses because he has in the past lacked the opportunity to go through a part of the traditional educational course.

The courses for workers of all kinds are usually opened to any one who wishes to do the work. A minimum age limit from 18 to 21 is sometimes set. For instance, the courses given under the auspices of the Massachusetts Institute of Technology in mechanics, electricity, and building are opened to applicants who are 18 years old and who are able to pass satisfactory examinations in certain mathematical subjects. Considerable weight is also attached in this case to the student's occupational and practical experience. In Delaware College some of the special evening courses, such as those for mechanics, auto mechanics, sheet-metal workers, plumbers, and carpenters, are opened to those employed in these trades and to persons between the ages of 25 and 40 who have had not less than four years' journeyman's experience.

The Wharton School of Finance of the University of Pennsylvania admits candidates over 21 years of age who have not pursued a preparatory course if their amount of business experience and general knowledge are sufficient to satisfy the committee on admissions that they can profitably pursue the courses offered.

The Carnegie Institute of Technology admits to its evening school students who are at least 19 years of age upon recommendation from their employer.

Courses for home makers are usually given without previous educational requirements, provided the applicant shows ability to do the work. Special courses for business men are usually opened to any person engaged in the business. In both of these cases, however, it is seldom desired that academic credit be given.

PREVIOUS EDUCATIONAL TRAINING OF CLASS EXTENSION STUDENTS.

Statements concerning the previous educational experience of students in extension classes are conditioned, of course, by the character of the institution which conducts the work. Institutions which draw their class-extension students largely from the teaching class will have a higher per cent of high-school graduates and normal-school or college students than those which draw their class-extension students from the manual occupations.

The Kent Normal School, Northeastern, Ohio, reports that in the 30 centers which this school had in 1917 there was an enrollment of 1,242. Of this total enrollment, 952 were high-school graduates, 80 had had a normal-school or junior college training, while 56 had senior college academic training.

A classification made by the university extension department of the Massachusetts Board of Education, which offers a great number of courses of lower than college grade and many specialized courses for professional workers, probably shows with fair accuracy what is generally true concerning the previous educational preparation of class extension students. This tabulation was made from the records of correspondence students, but comparisons with the records of class extension students in the same department made by members of the extension staff indicate that there is little difference between the previous preparation of correspondence and class extension students. This report shows that 36 per cent of the students had only elementary training, 49 per cent high-school, 8 per cent college, 0.8 per cent professional, 1.8 per cent private school, 0.3 per cent vocational school, and 4.6 per cent evening school training. When considered in connection with the fact that the average age of class extension students in this department is 29 years, these figures are of special significance.

AGE OF STUDENTS.

The age of the students in extension class work shows clearly that it is reaching adults. The provisions which exclude those who have

not attained an age above 18 or 19 account for this fact in part. The average age, however, proves conclusively that the majority of those who take advantage of class extension opportunities must be considerably above the minimum age limit. In Massachusetts the average age in 1918 of extension class students was 29⅞ years. The average age in the club study groups was 26 years. The average age of 1,700 men who did extension class work in Franklin Union in 1915 and 1916 was 26 years. The minimum age of students admitted to the work in this institution is 16 years. The records of the University of Wisconsin also show that the great majority of students are more than 25 years of age.

SEX DISTRIBUTION.

Many persons whose knowledge of study outside the walls of a regular institution is confined to the so-called reading courses of churches and women's clubs have sometimes expressed the belief that extension classes are largely attended by women who take the work without any serious educational purpose, merely to pass the time away. It is interesting, therefore, to know that of the 6,867 class extension students of Columbia University almost one-half were men; to be exact, 3,123 men and 3,744 women. Of the class extension students of Bradley Polytechnic Institute 116 were men and 34 were women. In one of the administrative districts of the University of Wisconsin there were 607 men and 140 women enrolled in class extension work. In the courses given by the university extension department of the Massachusetts Board of Education there were 1,662 men and 1,482 women; in University College of the University of Chicago, 219 men and 950 women; in the University of Rochester, 29 men and 157 women.

Figures of this kind can not be used for the purpose of drawing general conclusions. The proportion of men and women attending an extension class in an institution will in large part depend upon the subjects that are given. Obviously, few women will attend extension classes in mechanical engineering. In sociology and economics, in which it may well be supposed the interest of men and women is equal, the attendance records show, when such classes are opened to both men and women, that the sexes are almost equally distributed.

FEES FOR CLASS EXTENSION WORK.

No generalizations can be made concerning the tuition fees and costs to the students in extension classes. Differences in the character of the institutions conducting such courses, differences in the courses themselves, different ways of regarding the functions of the

institution's extension work, cause considerable variation in the amounts charged students for the work. Sixty institutions which the representative of the different kinds of work offered and of the different types of schools offering work have been listed below, with the charges made by them.

University of Akron.—For a class meeting one or two hours per week for one semester, the fee is $3 for residents, $5 for nonresidents; for a three-hour class, $4 for residents, $7.50 for nonresidents. For each additional hour an additional charge of $1 is made to residents, of $2.50 to nonresidents.

Butler College.—Tuition is $9 for a major course.

University Extension Commission of Massachusetts.—Unless otherwise stated in the announcement of a course the tuition is $5 for a year's course. Most of the commission's courses are paid from funds provided by the Lowell Institute.

Brown University.—The fee for each course is $3.50, but students who desire a certificate or university credit are required to pay an additional fee of $1.50.

University College of the University of Chicago.—The tuition for a class meeting two hours a week for 24 weeks is $16.50.

University of Cincinnati.—Courses are free to citizens and to all the teachers of the city. Other teachers are charged $5 per course per year. Other nonresidents are charged $5 for each hour per week that a class meets in a semester.

Cleveland School of Education.—Teachers are charged $2.50 for 15 one-hour periods, but classes in French and persons not in the employ of the city are charged double this rate.

University of Colorado.—The charge for classes meeting two hours a week is $8 for a semester. Teachers are charged $5 for 16 hours in academic subjects.

University of California.—The charge is $5 for 15 hours in an evening class, $7.50 for the same time in a day class.

Colorado State Teachers' College.—For each credit hour a fee of $1 is charged.

Fairmount College.—For college courses taken by extension the charge is $2 per semester hour.

Georgia School of Technology.—The charge is $5 per term.

Johns Hopkins University.—A matriculation fee of $5 and a graduation fee of $5 are charged in addition to tuition of $10 per year for each hour of work per week.

Indiana University.—For eighteen 50-minute recitations the charge is $3.

Western Illinois State Normal School.—An incidental fee of $2 is charged all extension students.

Kent State Normal College.—No fees are charged.

University of Kansas.—For classes meeting two hours a week the charge is $5. Payment of $15 entitles a student to take as many classes as are available.

Lehigh University.—For a term course meeting two hours a week the charge is $10. Three or four term hour courses require a fee of $15.

Louisiana State Normal School.—For each unit course the charge is $10.

Lowell Textile School.—For each hour per week the charge is $5 per year.

Lewis Institute.—For 20 hours of class work the charge is $5. Laboratory work is at double this rate.

University of Michigan.—For each credit hour the charge is $[illegible].

Michigan State Normal College.—For one course the charge is $7.50; for two taken simultaneously $10.

Missouri State Normal College.—For a term in a full-course subject the charge is $9, provided the amount paid by the class is sufficient to meet the instructor's traveling and hotel expenses.

University Extension Department of the Massachusetts Board of Education.—No tuition fees are charged, but the lesson pamphlets, stationery, and textbooks cost $5 for 20 appointments.

University of Missouri.—The charge is $5 per course.

University of Minnesota.—For academic subjects the charge is $5 for 16 hours of work. In engineering and business subjects the charge is $7.50 a semester.

State Normal School at Milwaukee, Wis.—The cost varies from $6 per term when 10 or more students are in a class to $10 when there are but 4 in the class.

New York University.—For each point of credit a fee of $6 is charged.

College of the City of New York.—Courses are free to teachers, but the advisory council elected by the teachers asks that each student contribute $1 for each course taken.

New York State College for Teachers.—For each credit hour the fee is $3.

Ohio University.—No fee is charged.

University of Oregon.—Admission to as many classes as are available is granted upon the payment of a fee of $5 per semester.

Pennsylvania State College.—Fees must cover cost of textbooks, lesson sheets, and instruction.

University of Pittsburgh.—For each credit the fee is $5.

University of Pennsylvania.—For each subject the tuition is $25.

Reed College.—For each study course the fee is $2.

Rutgers College.—For each semester hour of credit the fee is $5 and a registration fee of $2 is charged.

Syracuse University.—Tuition is $5 for 15 hours of instruction.

Tulane University.—An annual registration fee of $5 is charged.

University of Utah.—For 15 credits a fee of $10 is charged for credit students. For a listener the charge is $5 per course.

Union College.—For each subject the charge is $10.

University of Wyoming.—Local expenses and the entertainment of the lecturer are required.

State Normal School at Platteville, Wis.—For each course a fee of $8 is charged, provided that the total for a class shall not exceed $60. A fee of $1 for enrollment in the extension department is required. The expenses of the instructor must also be paid.

Westminster College.—A fee of $1 per month is charged.

University of Washington.—For two hours per week for a year the fee is $12.

USE OF FEES.

The money received from class-extension fees may serve to meet a considerable proportion of the expense of such instruction if the regulations of the institution or the laws of the State, in the case of State-supported institutions, permit such fees to be treated as a revolving fund. The Colorado Teachers' College uses 80 per cent of the fees collected from the classes to pay local instructors, and 20 per cent is retained by the college as "expense of registration." In Columbia University the fees are turned into the general university

fund, but the director of extension has the right to call upon the treasurer to use fees for salaries upon the fee basis. In Indiana University the fees are turned into the extension division fund and are used to meet part of the expenses of the division. The fees received by the University of Kansas, from extension classes are reappropriated for class extension work. The fees received by the University of Minnesota are used by the extension division to meet the costs of instruction and other extension division expenses. Fees in the University of North Carolina are kept in a special fund. Most of the fees received by the University of Oklahoma are turned into the university fund from which instructors are paid, although part of the fees may be used by the extension division in other ways. The extension division of the University of Oregon retains the fees as part of the division's fund. The University of Pittsburgh uses all the fees to pay for instructors, lecturers, etc. Fees received by the University of Texas are paid into the general university fund and to instructors and lecturers. Fees received by the University of Washington are turned into the extension fund. Twenty per cent of the fees received by the University of Utah are retained for overhead; the remainder is turned into the university fund. Fees received by the University of Michigan are turned directly into the university treasury.

METHODS OF PREVENTING CONFLICT IN THE CLASS EXTENSION WORK OF A STATE.

More than 400 institutions, State and privately-endowed universities, colleges, normal schools, and institutes in the United States, are offering class-extension work. In Massachusetts 16 institutions and in New York at least 12 institutions are interested in the conduct of extension classes. The average number of institutions in each State conducting some form of extension work is about 10. This means that in many States there is duplication of effort and competition between the institutions located in the State unless some means of unifying the class-extension work of the several institutions is adopted.

Two methods have been devised to reduce waste of effort and to utilize the extension resources of the State's educational institutions to better advantage. One is a State board of control, which determines the type and field of extension work which the State-supported institutions may undertake. This is the method used in Iowa and Oklahoma.

THE STATE BOARD OF CONTROL.

The State Board of Education of Iowa has formed an Extension Council which consists of the directors of the four extension divisions in the State-supported institutions. These four divisions are agri-

culture and home economics extension at Iowa State College of Agriculture and Mechanic Arts, engineering extension at Iowa State College of Agriculture and Mechanic Arts, the extension division of the State Teachers' College, and the extension division of the State University of Iowa. The only meeting which this council has held was in 1917, when the various fields of extension work were canvassed and divided among these institutions. Some overlapping still continues, but will eventually be eliminated:

The extension work at the State Teachers' College takes the form chiefly of study centers, some of the work being of college grade and some not of college grade. Grade teachers who study methods rather than the philisophy of the subject matter make up the largest proportion of students doing extension work at the State Teachers' College.

The Iowa State College of Agriculture and Mechanic Arts does a great deal of extension work in agriculture and home economics. In the field of home economics the advantage of an extension council is demonstrated. The tendency of home-economics departments is to extend their work into the field of nursing and nutrition. The council, however, decided that these subjects should be given by extension, through the university, since the university has a training school for nurses in connection with the medical college, and also maintains a child-welfare research station in which the nutrition of the child is a very important research problem. Further, the home-economics extension work tends to include the field of training for teachers of home economics in the public schools. The council has determined that the State Teachers' College rather than the College of Agriculture and Mechanic Arts shall do this work.

The study-center work which the State university can do is limited by a State constitutional prohibition. There is no such prohibition, however, upon the other State institutions.

In case of any conflict of extension interests the presidents of the institutions concerned settle the difficulties at the meeting of the State board of education upon the basis of the general policy laid down by the extension council. This policy is, in effect, that the extension work of all of the institutions shall in the main be confined to the more important lines of residence work given by each institution. It does not entirely solve all of the problems which may arise. Chemistry, for instance, may be given by the State college or by the university. Engineering may be given also by both. Problems of this kind are settled by conference of the presidents of the institutions.

In Oklahoma the work has been divided between the State university and the State normal schools upon the basis of subject matter. The normal schools are to confine their work to distinctively normal-

school extension. The rest of the work falls to the State university. In addition the work among the six normal schools has been divided up teritorially, so that to each of them certain counties are assigned. Residents must do their normal-school extension work through the school in their district.

THE EXTENSION COMMISSION.

This method of dividing up the work by an official agency can be applied to the State-supported institutions alone. State institutions are therefore still subject to the competition of the privately endowed colleges and universities within the State, and wasteful duplication of effort and machinery continues. For this reason the second method of unifying extension work in a State promises larger results. This method is that which unifies the extension work in a State by means of a voluntary extension commission, which includes all the institutions, both private and public, within the State or within a definite geographical area of the State which do extension work.

A good example of this type is the extension commission formed in Massachusetts in 1910. Harvard University, Tufts College, the Massachusetts Institute of Technology, Boston College, Boston University, the Museum of Fine Arts, Wellesley College, Simmons College, the Massachusetts Board of Education, and the school committee of the city of Boston are now members. The courses offered are given by the instructors of the member institutions and carry credit for the degree of associate in arts at Harvard, Radcliffe, Tufts, and Wellesley.

Somewhat similar to this organization is the extension association of the colleges of the Connecticut Valley. Amherst College, the International Y. M. C. A. College, Massachusetts Agricultural College, Mount Holyoke College, Northfield Schools, and Smith College united in 1916 to cooperate in extension work in the Connecticut Valley. The Department of University Extension of Massachusetts works with this association and supplies a representative to administer the organization of classes. The department furnishes the Connecticut Valley organization with a special representative to circularize the clubs, parent-teacher associations, and granges, and to visit and address them in person.

Another interesting example of a somewhat definite form of administrative cooperation is that afforded by the western slope of Colorado. The University of Colorado, Colorado State Teachers' College, and Colorado State Normal School, pooling their interests and their resources, have joined together to form an extension committee. A superintendent of the extension work done upon the west-

ern slope is hired by this committee. The committee consists of the director of extension at the university and the presidents of the other two institutions. The duties of the superintendent are outlined and his work controlled by this committee.

It would seem that under the impetus given by the war to adult education and in view of the serious necessity of immediate mobilization of all the extension resources of the country to meet the demand for special and continued education, earnest consideration might well be given by the institutions engaged in extension work to the economic and educational effectiveness of State-wide extension commissions. The expense of work at cross-purposes in class extension is perhaps larger than in any other form of educational extension. Professors visiting the same vicinity to conduct classes in related subjects, quarters for classes maintained by two or more institutions in the same town or neighborhood, excessive expenditures to inaugurate classes in subjects which other institutions are better qualified to conduct—these wastes are little short of criminal in the present educational situation. The voluntary extension commission offers a solution.

INSTITUTIONAL ADMINISTRATION OF CLASS EXTENSION WORK.

When administrative work centers in the institution, the most common administrative body is the extension division—that is, a special department, service, or bureau created to administer the extension work of the institution. Class extension is merely one phase of the work of this department. In some cases where formal extension divisions have not been created, faculty committees have been appointed to administer the work. The faculty committee is usually appointed by the president from the departments of the institution which are interested in extension work or desirous of offering work by extension. In some cases there is no extension division or faculty committee, but each department offers extension work independently. In cases of this kind two or three departments in an institution may be carrying on work independently. Obviously, this may lead to considerable duplication of effort within the institution. Recognition that such a lack of coordination was not economical has probably led in many cases to the creation of faculty committees or of an extension division.

The influence of departmental and of faculty committee administration of extension work is shown in the organization of some of the extension divisions. The work of the extension division of the University of Michigan, for instance, is organized with the conscious purpose of securing the economies of central administration and at the

same time preserving the excellent features of departmental and faculty administration. The plan is thus described by an extension announcement of the University of Michigan:

> Another plan of conducting extension work is to enlist the cooperation of the regularly organized faculties of the university; that is, to operate through the medium of the various departments of the institution. This plan is the one adopted by the University of Michigan. Here the work is carried on along 13 distinct lines, each of which is under the jurisdiction of a department of subdepartment of some one of the various schools or colleges of the university. This plan involves a minimum cost to the university; and, in the second place, it brings about a degree of coordination of effort on the part of the various departments, and a cooperation on the part of all the faculties, that would otherwise be impossible.

The same influence is seen in the organization of extension work in Columbia University. The director thus describes the plan of organization:

> The organization at Columbia is flexible and extremely efficient. The administrative board has the standing of the faculties which control the destinies of the other schools. It is responsible to the council alone, although its educational offerings are largely controlled by the various departments which assume the responsibility for the teaching of the subject with which they are concerned. The educational offering guaranteed, so to speak, by the various departments, must of necessity obtain approval in the different schools. The student in an ideal university manner selects the subject and courses which he desires and needs. After he has completed his work and received his credits, he may present them to the appropriate school for acceptance when he has satisfied the entrance requirements and become an approved student of that school.

It is very common for the class administrative subdivision of the extension division to be called "class and correspondence department," "formal instruction department," or "extension teaching department." In the last case extension teaching is understood in a very limited sense, as meaning only class and correspondence instruction, and does not include more informal methods of teaching such as the institute, the popular lecture course, and visual instruction.

EXTENSION ADMINISTRATIVE CENTERS.

In addition to the administrative body in the university, several institutions have set up, out in the State, extension divisions in small. Ordinarily this is done when there are cities sufficiently large in the State to justify the maintenance of offices with a resident director to supervise the extension work of all kinds in the city and its immediate vicinity.

An outgrowth of this form of extra-campus administrative body is the system of dividing the State into districts, each district hav-

ing a resident director who attends to all of the extension work in that district. This system has been most highly developed by the University of Wisconsin. The State is divided into six districts, with central offices in each district (Milwaukee, Oshkosh, La Crosse, Superior, Wausau, Eau Claire) presided over by district representatives, with whom are associated traveling instructors and organizers. "These six districts cover 66.2 per cent of the total area of the State. Including the counties worked from the home office, those lying near Madison, the area of the State covered is about 77 per cent." (Report of the Dean of the Extension Division, Bulletin of the University of Wisconsin, No. 716, general series No. 520.)

In a paper read before the First National University Extension Conference at Madison, Wis., in 1915, Mr. Andrew H. Melville, district representative of the extension division of the University of Wisconsin, described the district organization as follows:

> Each of the six district units or offices is located in a populous center of the State and has a district representative in charge with a force of instructors in engineering and business subjects and field organizers according to the size and need of the district. This force is augmented from time to time, as the work demands, by additional instructors, both from the university and from the local cities, where classes are held. The district representative is occupied with planning and supervising the work of the district, and in teaching, so far as his time will permit. The instructors devote all of their time to teaching in their respective fields, correct the written work of their students, and hold conferences with students at the district office and in cities where weekly visits are made.

The district representatives usually have the rank of assistant professor and are appointed by the dean of the extension division. Field organizers are also appointed by the dean, in consultation with the district representative in whose territory the organizer operates. District representatives are directly responsible to the dean for the staff and work of their districts. The instructors are under the direction of the department concerned in the home office at Madison.

Dean Reber has described the functions of the local organizer and the local representative as follows:

> The local organizer is the university extension solicitor. Experience leads to the conclusion that it is quite as necessary for the university to explain its extension service directly to the people as it is for a commercial school to send out solicitors. This is not only because cold print seldom carries the conviction of a face-to-face interview but because an agent on the ground may study the people, and, knowing their needs and capacities, guide them in the choice of studies from which they will gain the greatest possible benefit, thus preventing their entrance upon work for which they are not fitted.
>
> The local representative, living among the people of his district, is in a position to become intimately acquainted with the circumstances of their lives. It is his duty to know them in all their relations—social, civic, industrial—

and, having studied his problem, to administer the services of the several departments of university extension in accordance with their needs and desires.[1]

In California there are four local centers, at Los Angeles, Stockton, San Diego, and Fresno, with representatives of the extension division in charge, who are appointed on nomination of the director and are responsible to him. They make practically all arrangements for class and lecture work in their respective districts, have charge of organization, administration and supervision of it, and aid in promoting correspondence study.

The Indiana division maintains extension centers at Indianapolis and Fort Wayne, with an officer in charge and one or more assistants and stenographers, and other help at the beginning of the semester. The local officer stands in the same relation to the director as the members of the main staff at the university. The chief duties of the local management are to arrange and conduct classes in the vicinity of the center. A separate bulletin is issued for each center, containing a list of classes offered by it.

In North Carolina local centers are in charge of a separate member of the staff, who cooperates with a local committee appointed to take care of the local situation as to schedule, finances, etc.

Oregon has a local center at Portland, with a director and secretary, who manage the details connected with local instruction. They are appointed by the president of the university on recommendation of the director.

South Dakota is planning the appointment of paid local secretaries. They keep the class fully advised of matters concerning it, make local arrangements, and keep the extension idea prominently before the public. They are appointed by the director and are responsible to him.

In the Washington local centers the management is in the hands of members of the university faculty, appointed by the director and subject as to administration to the director and as to teaching and service through him to such heads of schools and colleges of the university as have extension work. They teach, cooperate, and advise.[2]

LOCAL CLASS EXTENSION ASSOCIATIONS.

Columbia University encourages the organization, in the town or neighborhood where a group desires an extension class, of what may be called an extension association. This organization is extremely informal:

> To facilitate the work of instruction away from the university, the administrative board may institute local centers. Local centers may be established wherever a local community or a local organization undertakes to offer, year by year, one or more of the extension courses of the university. Local boards of education, teachers' associations, schools, societies, and clubs desirous of offering extension courses may be constituted local centers. In general, however, a special local committee (president, secretary, treasurer, and five members, representing the particular community) is the usual organization of the local center.
>
> Local centers are responsible, through the local committee, for the effective arrangement of extension courses they offer. They determine the courses

[1] Dean Louis E. Reber, "The scope of university extension and its organization and subdivision," in Proc. First Nat. Univ. Extension Conf., Madison, Wis., Mar. 10–12, 1915. 1915.

[2] Quoted from the manuscript report of Dr. J. J. Schlicher, in the U. S. Bureau of Education.

in cooperation with the director; they enlist local interest; they provide by fees or the sale of tickets or otherwise, for all the expenses of their work—the course fee, the cost of syllabi, the traveling expenses of the lecturer, lecture hall, janitor, printing and advertising, and when lectures are to be illustrated they must provide the lantern and operator. The administrative board will establish and conduct local centers where suitable arrangements may be made and sufficient guarantees secured.

It should be noted here that no official university machinery is set up in these "extension centers." These centers are in fact isolated classes, and the organization is purely a local one for the purposes of cooperation with the university administration.

A somewhat more elaborate system of extension center associations has been projected by Indiana University. Mr. Pettijohn, director of university extension in Indiana University, has described the purpose of the organization of the Indiana centers as follows:

To be brief, our aims are (1) to develop the machinery in a community that will directly connect the sociological life of the community with the university extension division; (2) to give the extension work stability, effectiveness, and permanency in the community; (3) to provide the machinery through which the already existing organized groups in the community may make their cooperative efforts function.

The methods by which organization of an extension association was brought about and its character when organized are described by Mr. Pettijohn as follows:

We acquired a knowledge of several small-sized cities in the State of Indiana through a statistical study of records and through brief visits of our field organizer. After the field organizer had made a brief visit to a city or town, if the conditions seemed to warrant it, he returned for a second visit. This time he made a personal acquaintance with a number of leaders in the community. He investigated the various local organizations whose activities were similar in nature to some of the work of university extension. I refer to the lecture courses, the club study, the institutes, and other informal educational and social-welfare activities. After securing this acquaintance and this information, he called together leaders of the various organized groups and placed before them the plan for organizing and conducting an extension center. He acquainted them with its character, its methods, and the manner of financing it. If the representative committee believed that an extension center could be advantageously undertaken, a campaign for membership was started. Pledge cards were signed and from the office at Bloomington post-card notices were sent to all who had signed. These notices called to a local auditorium in the community a meeting to organize a university extension center association.

At this meeting, the president, vice president, and executive council were elected. No constitution and by-laws were adopted, but the members of the executive council were instructed to be the advisers of the secretary and to assist the secretary in making the necessary local arrangements for conducting the center. The executive council was also to select, from the "talent," which the extension division had to offer, a program for the year. The director of the extension division appointed a secretary. In all cases the secretary was recommended by the field organizer and the executive council. From this point on, the administrative work of the center fell almost entirely upon the local

secretary and the field organizer, although in some instances the president of the executive council gave valuable assistance.

In this plan the university takes the initiative in organizing the local association. Its participation in the conduct of the association is also more active than the plan followed by Columbia University.

This method of securing a local organization interested in extension was a success in so far as the entertainment and lyceum features of extension work were concerned, but did not serve to promote the educational lecture and class courses. Mr. Pettijohn's analysis of the cause of this failure suggests that methods may be devised for adapting this form of local organization to the promotion of extension classes and series of educational lectures.

The educational lectures were offered to every member and every season ticket holder in the association. Many of these had joined the association primarily for the lyceum course, and so with a lyceum course attitude they were disappointed when they found the lecture series of a different nature. Thus we have learned from experience that the lectures in series must be planned for definite groups and not for general audiences. And we shall insist that all the solicitation and advertising by the secretary and local committee shall be so directed that those who buy tickets for the lectures in series will know when they buy exactly what the nature of the lectures will be. Our programs next year will have two courses of lectures in series—one for the organized women's clubs, the other for the commercial club. The general public will patronize only the lyceum course and the institute.

In Kansas a local committee has charge, including the director, one member appointed by him, and others elected by the local center. It arranges and conducts the program of entertainment and education for one year, and cooperates with the extension division in securing the greatest possible use of the services of the university for the community. The membership of the local center is composed of those who pay the membership fee, which entitles them to all programs for the year. They elect a president and act through committees for the various kinds of extension service to be obtained—lectures musical recitals, social welfare, community surveys, etc. A local secretary, appointed by the director, conducts the correspondence, takes charge of slides and films, follows up the work of the committees, and the program, and keeps things moving and active generally.

DISTRICT DIVISIONS WITHOUT DISTINCT ADMINISTRATIVE ORGANIZATION.

The university extension department of the Massachusetts Board of Education has not set up separate administration offices outside the main office in Boston, but has divided the State into 26 districts, with at least one center in each district where classes are given. The

purpose of this organization is stated in the report of the Massachusetts Board of Education, 1918–19, as follows:

> As it is sometimes impossible for one town to furnish the number of students required for classes in some advanced subjects, the centers are usually so placed that practically all the residents of each district may reach their center by electric railways or other convenient means of transportation. Thus classes in many different subjects may be formed by the students in one town combining with the students of other towns of that district. This does not mean, however, that it is impossible for any other town in a district to secure classes, provided the requirements as to numbers are met.

FIELD ORGANIZERS.

In practically every State where class extension work is done, whether there are administrative centers or not, it is usual to provide for the organization of classes in isolated towns. Many States maintain field men for this purpose. These are agents of the extension division whose business it is to travel through the State visiting established classes, supervising and arranging for various extension activities. One of their important functions is to organize classes in towns where there is probability that a class can be of use.

The engineering extension division of the Pennsylvania State College maintains organizers, who work in assigned districts in the State. These organizers go into the towns of their districts and arrange with employers for 15-minute talks with the men, usually at the noon hour, and thus interest them in the formation of classes for the study of some subject which is related to their work. Enrollment blanks are supplied and filled out at these noon meetings. When enough students have been secured to form a class, the organizer makes arrangements for a meeting place, works out the details of class organization, and, in consultation with the director of engineering extension of the college, selects the instructor. Instructors are usually college graduates with both shop and teaching experience. After the organization is completed the instructor conducts the class, and is responsible for it in much the same way that a resident teacher is for resident classes.

Many extension divisions employ field agents whose duties and methods of operation are similar to those described, although the number used in a State will depend upon the resources of the institution and the size of the towns and cities of the State. When the funds of the division are very limited the director of extension may do a great deal or all of this organization work. When the urban population is small there is less opportunity for the organization of local centers and classes because of the difficulty of bringing together large enough groups interested in one subject to justify the formation of a class. Lack of transportation and library facilities

also makes the organization of classes in sparsely settled communities extremely difficult.

LOCAL ORGANIZATION OF EXTENSION CLASSES.

Practically all institutions provide for the formation of extension classes without the intervention of a field organizer, even when they maintain such organizers. The practice of Ohio University is typical. A form of application for an extension class is provided by the institution to any person or group of persons requesting the organization of a class. If the required number of persons sign this application, the institution will organize a class and supply an instructor if one is available. All institutions, however, reserve the right to refuse to organize a class if the resources of the institution are not sufficient to meet the expense. When the instructor first meets the class he proceeds to formally organize it in much the same way that a resident instructor organizes his class at the opening of the school year. In some States the instructor is also required to collect fees from the class; in others fees must be sent with the application; in still others a representative of the financial office of the institution visits the class and collects the fees.

The University of Wyoming provides for the organization of university study classes in towns or cities of the State which can furnish leaders who are satisfactory to the university. The organization of these classes is usually arranged with the director of nonresident instruction by the local superintendent or principal of schools. In a few cases the University of Wyoming provides that professors of the university may meet these nonresident classes, but it depends in the main upon local leaders or teachers.

The following description from the report of the university extension department of the Massachusetts Board of Education shows the method used by that State in organizing extension classes.

> Classes are usually organized through the efforts of an interested individual or organization. The first step is to secure blue class-registration blanks, have them filled out completely and sent to the department, accompanied by the proper registration charges. These applications are held until an instructor is secured. If the services of an instructor from the department are not available in any course for which there is a call, the registration charges are returned unless an instructor is available at a reasonable cost from elsewhere. The department requires that its representative be present when a class is officially enrolled in the department.

That Massachusetts has not found this method of organization entirely satisfactory is indicated by the following proposal made by the director of extension in a report of January, 1918:

> In the past a great deal of dependence has been placed on interested individuals and groups in the organization of classes. This method, in the main, has worked well. There is, however, danger that, by this mode of class

formation, all persons in a community who may like to join can not be reached. It is suggested, therefore, that the formation of classes spring from a wider local publicity than has previously been thought advisable, that a regular class organizer be sent from headquarters to direct that publicity and to make sure that all in the community who desire extension work are accommodated. It would be the duty of such an organizer to secure the cooperation of local newspapers, schools, civic associations, parent-teacher associations, libraries, boards of trade, and other organizations. Notices duplicated at the home office could be distributed, and meetings could be held in which the work of the department could be explained in a satisfactory manner. In this fashion classes would be organized as real community activities, and be free from the imputation of exclusiveness.

ADMINISTRATION OF EXTENSION CLASSES ON THE CAMPUS.

The administration of the work which is given upon the campus, and which is known as extension class work, is usually directly under the central administrative authority, if there is a formal extension organization. The officer in charge of the extension class work of the institution has immediate charge of the work conducted on the campus. In some cases the extension classes on the campus are under the control of a single department or faculty committee.

EXTENSION ADMINISTRATION THROUGH A SPECIAL RESIDENT COLLEGE.

The University of Chicago originally conducted classes in the down-town section under the administration of the extension division. But when college work in the down-town section became extensive, a separate organization known as the University College of the University of Chicago was created. Most definitions of extension work would include all the work done by university college as extension work. In other institutions, such as the College of the City of New York and New York University, the down-town classes are called extension classes. In the organization of the University of Chicago, however, university college is regarded as one of the resident colleges of the university. It is proposed to develop the same kind of an organization in the University of Columbia.

QUALIFICATIONS OF INSTRUCTORS.

Extension class work, to be successful, requires instructors of the highest type. Teachers who are very successful in resident classes often do unsatisfactory work with the older and more mature students who enroll in extension classes. The relationship between instructor and student is different. There can be less autocracy on the part of the instructor because there is so little tendency on the part of extension class students to accept the instructor's dicta as

conclusive. They know what they want. They demand that the instructor give it to them in an interested and interesting way or they abandon the class. They are alert. They criticize mannerisms and indifference freely and independently. No fear of low marks, no exaggerated respect for professorial dignity and authority restrains them. This freedom, and the pressure upon the instructor which results from it, transforms the work of some instructors both in their extension and resident classes. It breaks others who can not rise to their opportunities.

On the other hand, the ability to please and charm a class does not make a satisfactory extension instructor either from the standpoint of the institution conducting the work or from the standpoint of most of the students in these classes. The instructor must be enthusiastic about and know his subject thoroughly. The type of instruction which E. O. Slosson suggests that American universities have evolved, "by means of which facts may be transferred from the instructor's notebook, through the student's pencil point, to the student's notebook without these facts entering the head of either instructor or student," has no place in extension class teaching.

Several forms of control of the work of class extension instruction insure real instruction. The most effective supervision is that of the students themselves. But other means are also used to supplement this method of supervision. Examination questions and outlines of the courses are supplied, personal visits are made by the director or a member of the department concerned, and confidential reports by reliable persons are obtained. In Columbia University each department which offers work through the extension division has an extension committee which exercises supervision over the offerings of the department. In two cases the school of education has a special part in the work of visiting extension classes and in one case the services of the State high-school inspector are thus employed. Subsequent requests for courses given by the same instructor serve to show whether he has succeeded in reaching his classes. Careful tabulations of attendance records, mortality, and the results of examinations are also used to indicate the success of the instruction.

INSTRUCTORS.

APPOINTMENT OF INSTRUCTORS.

Considerable variation of practice exists in the appointment of instructors. In general, however, the director of extension selects them. For certain types of work, sole authority may rest with him. But the departments of the institution are usually consulted, and in practically every case instructors selected by the extension director

must be approved by the department concerned if credit is given. In many cases instructors are nominated or recommended by the department concerned, but the director of extension may reject instructors so nominated who are in his judgment unsuited for extension class teaching. In a very few cases the departments have full control of the appointments, but this is exceptional and is found only where extension work has in the past been done by individual members of the faculty and where a fully developed extension division is not yet found.

There are three types of instructors engaged in extension class work: (1) Those who are already employed in other university work, (2) those who give full time to extension teaching, and (3) those engaged in work outside the university.

INSTRUCTORS ENGAGED IN OTHER WORK IN THE INSTITUTION.

The great bulk of class extension teaching is done by members of the university faculty who are also doing resident work. The number thus engaged for single institutions ranges from 2 to 107. The average number of part-time instructors for the institutions reporting is 29.

FULL-TIME EXTENSION INSTRUCTORS.

The total number of instructors who give full time to extension work, including correspondence as well as class teaching, is much larger, however, than those unfamiliar with this form of educational activity usually expect to find.

The following table shows the numbers thus engaged in 16 institutions:

1. University of California	4
2. University of Colorado	3
3. Columbia University	105
4. Colorado Teachers' College	1
5. Indiana University	8
6. University of Iowa	7
7. Iowa Teachers' College	80
8. University of Kansas	3
9. Massachusetts Board of Education	14
10. University of Michigan	1
11. University of Minnesota	2
12. Ohio University	3
13. University of Oregon	6
14. University of Pittsburgh	3
15. University of Utah	1
16. University of Wisconsin	80
Total for 16 institutions	346

PART-TIME INSTRUCTORS EMPLOYED OUTSIDE THE UNIVERSITY.

Part-time instructors who are engaged in other work outside the university are employed by nearly all the extension divisions. These instructors include those at points distant from the university, business and professional men especially suited to teach classes in their specialties, professional lecturers, instructors from other colleges, superintendents and instructors from the public schools, specialists in vocational subjects, in community organization, municipal government, health subjects, superintendents of mines and factories, etc.

Thirteen extension divisions report that they have tried to overcome the handicap of long distances or other obstacles by employing local instructors or class leaders. The success of such part-time men depends in large part upon the care with which they are selected and the methods of supervision and class-extension work practiced by the institutions employing them. In general, institutions require that for work of a similar character the qualifications must be the same as those required of a resident instructor. The Colorado State Teachers' College reports that it employs two classes of local instructors, the duties and nature of the work in the two cases varying considerably.

> A person who posseses at least the degree of A. B. or its substantial equivalent, and has had professional training and experience that would justify his appointment as a regular instructor in the college may be appointed an extension instructor. He gives the course under the general direction of the college, but his relations to his students are about the same as they would be were he giving instruction to them within the institution.
>
> A person who does not possess the above qualifications may be appointed a class leader. The class leader keeps the required records of the members in his group, leads in the work of the class and otherwise acts as the director of the work his group is studying under the direction of the college. The class leader is allowed the same credit as other members of his group. He does not pay a fee for his course.

The report on the success of this plan is that—

> Wherever the school superintendent has an educational program and is himself appointed by the college to do a specific piece of instruction for which he is well fitted, the "local-instructor" plan has worked well. Extension work is not then an extra burden, but lightens the teacher's daily work, because it focusses them upon the same matters as are stressed by the superintendent's supervisory work. Aside from these cases, however, I personally have not thought well of the local-instructor plan. It is likely to degenerate into mere credit seeking and requires much supervision.

The University of Wyoming, which also uses local leaders, reports that—

> The local leader of a center must have had satisfactory collegiate training in the subject in which he is to lead. He is expected to direct the recitations and reviews under the supervision of the university, and to make detailed reports as to number, dates, and length of meetings, as well as to the content of read-

ings and reviews. When the group is ready for examination the leader should report the fact to the director and help to make arrangements for such examination, which, in most cases, should be held under some local school officer. Papers are then forwarded to the university to be graded. Credits are granted in appropriate amounts for courses satisfactorily completed.

The results of the plan of engaging local instructors appear to be surprisingly good:

Only one division is completely dissatisfied with the attempt, although a few qualify their recommendation, generally, with the statement that it depends on the choice of instructor. One considers local leaders more successful than instructors, because they give the work fully outlined by the departments. The incidental attention of instructors visiting the class periodically is considered unsatisfactory. In one State the work is started by an instructor from the university, who then meets the class every fourth session. In another, good local instructors are said to be nearly always available to give work equivalent to that of college freshmen. In several other cases, in referring to the success of local instructors, the natural distinction is made between large and small towns.[1]

There has been considerable discussion among extension directors concerning the relative merits of the part-time extension instructor and the instructor who devotes full time to the work. While differences of preference and practice continue to exist, the concensus of opinion seems to be that outside the local administrative centers, which must of necessity employ some instructors on full time, both resident teaching and extension-class teaching benefit from the double experience of the part-time instructor.

PAYMENT OF INSTRUCTORS.

There is wide variation in the methods of paying class-extension instructors and in the amounts they receive. The Universities of Arizona and South Dakota give instructors no extra compensation for their extension work; they do it as a part of their work as members of the regular faculty. Unless some provision is made to reduce the resident work of instructors, failure to provide extra compensation seems somewhat unjust and tends to make instructors who have no intense missionary spirit resent the additional burden. Under these conditions it would seem to be unlikely that extension classes would be highly successful.

In the University of Utah instructors who devote full time to resident work are given extra compensation for extension work. But the University of Utah believes so thoroughly in the pleasure and profit to be derived by resident instructors from contact with extension classes and in the improvement of the character of resident work resulting from such contact, that the administration has pro-

[1] Quoted from Dr. Schlicher's manuscript report.

posed to reduce the amount of instruction carried by resident instructors and to require that the time thus gained be devoted to extension work without extra compensation. This should be an extremely satisfactory arrangement from the standpoint of both instructors and the administration.

In some cases the instructor is paid entirely upon a fee basis. He receives a percentage of the fees paid by students. This makes it to the interest of the instructor to hold his classes and to increase the number of students in attendance. But it may also tend toward a lowering of standards in order to popularize the work. An even more important objection to this method is the uncertainty of the instructor concerning the amount of remuneration he is to receive for a given piece of work. In a few cases this objectionable feature has been emphasized by an arrangement whereby the instructor is to be paid a percentage of the fees received provided the sum does not exceed a certain amount. Of the receipts in excess of this set sum he receives no share; if they fail to amount to so much his compensation will be less. In order to do away with this uncertainty some institutions guarantee a certain total amount and if fees exceed this amount, pay in addition a proportion of the additional fees received. Some guarantee an amount equal to the fees received from a certain number of students, but provide that if attendance exceeds a fixed larger number the instructor shall receive none of the fees paid by the excess. Still others pay class extension instructors according to a scale in which their regular salaries, the nature of the course, the attendance and frequency of meeting and of the distance traveled or time spent in reaching the class may be factors. Resident instructors may be paid a flat rate for each meeting with an extension class, or for the course, and outside instructors may be engaged for a sum agreed upon for a specific piece of work.

MEETINGS.

PLACE OF MEETING.

When extension classes are held in the town in which the institution is located it is common for them to meet in the regular classrooms of the buildings of the institution. In large cities like New York and Chicago the institution may rent or erect special buildings in convenient parts of the city for the use of these classes. In many cases, however, the buildings or rooms of societies and organizations interested in the work may be placed at the disposal of extension classes, and in some cities it is possible to secure the use of public-school buildings or rooms in the public library. Extension administrative centers often have space sufficient for some of the

classes. In smaller towns and cities the arrangements for a place of meeting must be made by the classes.

In many States the public-school buildings may be opened, and there is close cooperation in this way between the local school authorities and the institutions offering extension work. Commercial clubs, Young Men's Christian Associations, and other organizations are often willing to contribute rooms free of charge toward the educational development of the community.

TIME OF MEETINGS.

The time of meeting in the day and week is also determined in large part by local conditions. A large proportion of extension classes are held in the evening, not alone because this is the time most convenient for those who enter the classes, but because schoolrooms and other quarters are not being used then and can thus be obtained without cost. Many extension classes are held in the late afternoon, after regular school work is over, both to make it possible to obtain the rooms and to enable teachers and office employees who have a period of leisure between the end of the day's work and the evening meal to attend classes. Classes which are largely attended by teachers are often held on Saturday morning also, and in a few cases technical and mechanical courses are given during the Saturday half holiday, now so frequently granted to industrial and business employees. A careful tabulation of the time of meeting of several hundred extension classes was made, but no important conclusions could be drawn which are not obvious without such tabulation.

The length of the extension-class session and the number of times a week classes meet vary little for different types of work. When instructors come from a distance it is usual for classes to meet once a week for a session of 2 hours or 1 hour and 40 minutes. When local instructors are used and other conditions permit, it is not unusual to meet twice a week for a one-hour session. Some extension workers assert that experience has shown that the interest of students in the class is best sustained when the class meets but once a week for a two-hour period. The class can not then be so easily slipped into a day as a mere incident; each meeting is so important that there is less inclination to skip a period than when the session is for but one hour. In general the plan of classes meeting two hours a week seems to be the one most favored, but extension classes which are restricted to limited groups with intensely practical educational purposes sometimes meet more frequently and for longer periods of time. This is true of many laboratory and shop

classes in which the work is intended for those with such earnest purpose that they are willing to give up all their leisure time to study and class work.

LENGTH OF CLASS EXTENSION COURSES.

In resident work the standard recitation period is one hour, and courses usually consist of from two to five such recitation periods each week, extending over two semesters or approximately 32 weeks. There are also a great number of one-semester courses given. Courses in residence which run throughout the year, therefore, consist of from 64 to 160 recitation periods; courses which run only through one semester consist of from 32 to 80 recitation periods. As has been noted in the discussion of the length of the class session, there seems to be a tendency in extension classes to lengthen the period of recitation from one hour to two hours. This is intended to reduce the number of times an instructor will need to meet a class in order to accomplish the work. Accompanying this tendency to lengthen the recitation period is a tendency to reduce the total number of recitation periods in a unit course. That is, courses which in residence work require a period of 32 weeks to cover are broken into two courses requiring 16 weeks with two hours of recitation each week. In other words, experience has shown that class-extension students prefer to finish up a unit or a course within a comparatively short stretch of time. It has been found that when a course which extended over 32 weeks with two hours of recitation each week was broken into two courses of 16 weeks, requiring two hours of recitation each week, a larger proportion of the students would finish the two shorter courses than would finish the longer course.

While the length of the term and the number of meetings in a course have not been standardized, and there are large exceptions to any general statement, an examination of hundreds of courses offered in class extension seems to indicate that the course which requires from 30 to 32 hours of recitation to complete, compressed within a period of from 15 to 16 weeks, is the most successful kind of extension class.

The most important exception to this tendency is found in the technical and trade extension classes. As has been noted in discussing the number of times a class meets in a week, it is very common in extension work of this special kind to meet more frequently than once a week. Courses given in residence of a technical and trade character have not been modified or broken up into smaller units to make them more popular with the students who take this work in extension classes. This may be due in part to the character of the work, in part to the conservatism of institutions of this kind, but it

is probable that the continuance of the long course in this kind of work is due to the fact that the students who take the work realize so keenly the economic importance of the course that they are willing to sacrifice more to attendance and study than is the case in subjects whose economic return to the students is not so obvious.

The tendency to maintain in class extension work the long-continuing residence courses requiring a great number of meetings is found in the institutions which have but recently inaugurated class extension. There is so little literature on the technique of the special problems of class extension that institutions have usually transferred bodily to this phase of their work the courses which they had been giving in residence. They have found in many cases that even the discouragement which the very long course has for those who are employed otherwise during the day is not sufficient to reduce the number of students below the point where it pays to give the work. As the resources of extension become larger, they will doubtless find, as other institutions have found, that in order to reach a larger number of students it will be expedient to shorten the number of class hours required in a unit course. This does not mean that institutions have made the courses easier or reduced the amount of work required to cover a subject. These remain the same, but the long course is broken into smaller units.

AMOUNT OF CLASS-EXTENSION WORK A STUDENT MAY CARRY AT ONE TIME.

Several institutions have found that when an extension-class student is left to his own choice he will be inclined to begin more work than it is possible for him to carry successfully. Class-extension students in many cases have not had previous experience which enables them to estimate exactly the amount of time that must be spent in study. The limits which institutions have set upon the amount of work which students may take at one time in an extension class vary considerably. But the practice of the institutions which have set limits of this kind, leaving out of consideration the institutions offering technical and vocational courses, shows that the consensus of opinion is that few class-extension students are able regularly to attend classes and to prepare work which requires more than four hours of recitation each week. Some institutions even limit the work to two hours; a few permit a student to take work which requires six hours of recitation.

BOOKS AND EQUIPMENT.

In addition to the fees charged for class-extension work, students are usually required to buy their own books and stationery and

other supplies, just as resident students are. In a few cases textbooks are loaned by the institution giving the course to the students who are enrolled, and in a great number of cases the institution makes arrangements whereby students may purchase the books from the university or college book store. Since extension classes are often held in communities where library facilities do not provide reference books needed by the student, special arrangements are often made to assist the student to secure the necessary books which he would find in the college or university library if he were a resident student. Some institutions permit class-extension students to borrow books from the university library for a considerable period of time. Others have provided sets of the most essential reference books which are loaned to the extension class for use during the period in which the course is given. Still others have made arrangements whereby the State library commission, or libraries within the vicinity of the class, loan to individuals or to the group the books which are needed. These systems of loans have made possible the formation of extension classes in communities where it would otherwise be impossible to do satisfactory class-extension work.

In addition to the loan of library equipment, some institutions have adopted the practice of lending laboratory equipment and materials also. The larger investment and the greater chance for damage to equipment of this kind have prevented the practice in most institutions. Suitable room for the use of much of this equipment is also lacking in some class-extension centers. The number of laboratory and simple shop courses given through class extension will doubtless be gradually increased as the resources of institutions conducting extension work become large enough to enable them to invest in enough equipment to make such loans. It is probable, also, if serious study is given to the question of so modifying laboratory and shop experiments as to meet the needs of extension classes, that the investment required may be made much less than that for resident students, without materially modifying the value and effectiveness of the laboratory method.

EXAMINATIONS.

Examinations of extension classes differ little from the examinations given to resident classes when the courses are of similar character. In a few cases the questions are not made out by the instructor, but are sent to him from the institution by the department in which the course falls. In a great many cases the questions are prepared by the instructor but must be approved formally by the department. The same kind of variation in practice is found in regard to the correction of the papers. In some institutions the

papers are not corrected by the instructor, but by someone else designated by the department. In others, the instructor corrects the papers and sends them in with the grade to the department. When this is the custom or rule it is possible for the department to reexamine the papers and to modify the instructor's estimate, if it is considered desirable. In some cases the instructor examines papers and sends in the grades only. Which of these methods is used is in large part determined by the rank and source of the instructor. If the instructor is a local one, or if his academic training departs materially from that required of resident instructors, the freedom which is allowed him is usually less and the supervision of his examinations more strict. When the extension instructors are also residence professors there will be little difference in the method of handling examinations from that used in the same instructor's residence work.

A few institutions charge a special examination fee to extension classes. This is usually not large. Five dollars seems to be the average. When credit is desired for the work, an examination fee or an additional fee sometimes called a "credit fee" is demanded. The purpose of these fees is to pay the cost of a special examination and to meet part of the expenses of the additional clerical work involved in making the necessary extension division and university records.

CREDIT FOR CLASS EXTENSION WORK.

University, college, or normal school credit is in many cases granted for work which is similar to or reproduces resident courses. In general the basis of the amount of credit granted is the amount given for similar courses in residence. Satisfaction of the same entrance requirements is specified, with a few exceptions in the cases of persons who are over 21 years of age and for certain professions. These exceptions have been discussed in this bulletin in connection with the description of conditions of admission. The same number of recitations is required as in residence work, the courses cover the same ground, and examinations similar to those given in residence are held. Somewhat curiously, however, residence faculties and administrations have seemed suspicious of extension classes even though resident professors conduct them. There seems to be some fear that the standards may in some way be lower. Because of this suspicion special precautions have been taken when credit is given to insure the maintenance of the standards of the institution. Some institutions require a slightly greater number of hours of recitation for the same amount of credit, or will give only a fraction, usually one-half, of the credit granted for the same work when done in

residence. In some cases more reading and a greater number of written reports are required. Many limit the proportion of the number of credits required for a degree which may be gained by class extension. The usual proportion when there is such a limitation is one-half, although there are institutions in which only one-third of the work required for a degree may be done in extension classes.

Practically all institutions require that at least one year of residence work be done by a student, and in the larger number of these cases this year must be the last or senior year. In other cases, in order to obtain credit for class extension work, institutions require that the student make a higher grade in this work than is required in residence classes. This grade for extension classes is set as high as 80 per cent in some institutions which require only 60 per cent from residence students. The device of limiting the number of absences permited is applied in extension classes in much the way it is applied in the residence work of some institutions. The most extreme case of attempting to give credit and at the same time avoid giving credit for class extension is that found in Massachusetts. The extension commission, which has already been mentioned, has invented a new degree, the degree of "Associate in Arts," granted by Harvard, Radcliffe, Tufts, and Wellesley for work done in the extension classes conducted by the commission.

In addition to credit which leads toward a degree, certain credits are in many cases granted by State departments of education toward teacher's certificates or toward satisfying the conditions laid down for the promotion and advancement of teachers. Class-extension work done through the State Normal School at Milwaukee, Wis., for instance, may be counted toward the standing of the teacher in satisfying the requirements for a county certificate. Certain extension courses given by Rutgers College may be used to satisfy the State teacher's certificate requirements. These instances might be greatly multiplied. The giving of this kind of credit depends in large part upon the law of the particular State in which the courses are taken.

Somewhat unusual, but of the same character, is the credit given in the circulation and reference departments of the New York Public Library toward the promotion examinations of librarians who satisfactorily complete certain class extension courses given by the College of the City of New York.

CREDIT TOWARD HIGHER DEGREES.

There is usually no opportunity to do class extension work which will count toward satisfying the requirements for the master's degree, since it is a common regulation of the universities and colleges

to require one year's residence work for this degree. The full amount of the work which is necessary must, therefore, be taken in residence. This is not true, however, in several of our large universities and colleges. Columbia University gives courses in class extension which may be counted both toward the master's degree and toward the doctor's degree. Rutgers College, the University of Rochester, Syracuse University, and the University of Colorado also permit some of the work for a master's degree to be taken in extension classes. Syracuse University makes an additional requirement that the grade attained by such students must be 85 per cent if work is to count toward a higher degree. The University of Chicago allows only one-fourth of the required period of resident graduate work to be done in university college, and only a limited number of majors may thus be applied. In addition, a somewhat higher grade is demanded than for campus work. Lehigh University requires that certain special arrangements be made and extra work done, if the courses are to count toward the master's degree.

TRANSFER OF CREDITS.

There would seem to be little cause for difficulty in the transfer of credits gained through extension classes, from one university to another, unless the institution to which the transfer is made is in the habit of examining carefully the merits of each of the residence courses offered by the institution. If it is the custom of one institution to accept the credits of another institution, the decision of the latter will in most cases determine whether transfer of credits for courses done by extension will be possible. This probably accounts for the fact that there is so little mention make by universities of the transfer of class extension credits. The University of Minnesota says that "credit for an amount not exceeding one-fourth of the unit hours required for graduation may be given at the university to students of such other extension schools or departments as may be approved by the advisory committee, provided that such credit shall be subject to the same provisions as govern credits in the general extension division of the University of Minnesota." Probably the purpose of this statement was to control the granting of credit for correspondence work rather than for class work. Rutgers College, Indiana University, and Chicago University will certify class-extension credits to other institutions. For class-extension work done by the Western State Normal School full credit is given by all the other normal schools of the State and in addition by the Teacher's College of Columbia University and the School of Education of the University of Illinois. When institutions of this

high character accept class-extension work, it will evidently be perfectly safe for other institutions to do likewise.

EXTENSION SCHOLARSHIPS.

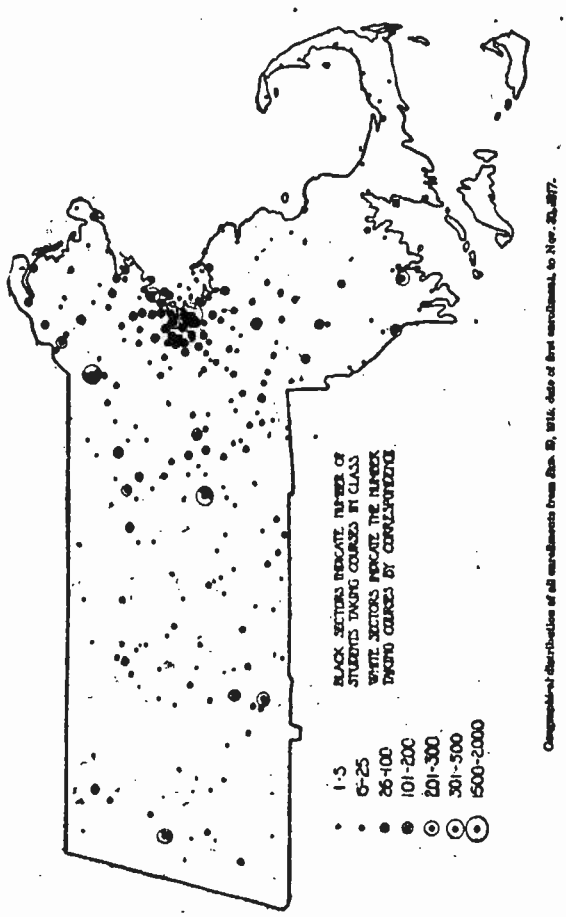
Scholarships and prizes for extension students have usually taken the form of tuition or payment of some part of the expenses of resident work, rather than scholarships admitting to class-extension work. In Columbia University a scholarship affords free tuition in the graduate course of the schools of mines, engineering, and chemistry to the student who completes a specified course with the highest record.

The University of Cincinnati offers prizes to the four students who do the best work. So far very few class-extension scholarships of importance have been discovered. This is doubtless due to the lateness of academic recognition of the educational value of class-extension work. It is to be hoped that there will be a large development of scholarships and prizes for class-extension students. These scholarships should take the form not only of free tuition for residence work, but also of free tuition for extension classes. It has been suggested that corporation schools and business houses might well offer scholarships for extension classes to their own students and employees who attain certain rank. This form of encouragement to class extension work has been manifest for the most part through the employer offering to pay a certain proportion of the fees for class-extension work. In some cases the proportion has been determined by the record of the student in the extension class. Thus employers have sometimes offered to pay one-quarter of the tuition fees of any of their employees who would complete a course, or to pay the whole fee if the course is completed with a predetermined amount of credit.

STUDENTS SERVED IN EXTENSION CLASSES.

As has already been noted, it is difficult to compile statistics concerning class-extension work. It is hard to tell whether lecture courses should in some cases be included, and figures for many institutions are not available. In 46 institutions which reported, and whose work may in every case be fairly classed under some type of class-extension work, there were 91,628 class-extension students in 1917–18. This is an average of 1,992 for each institution. The number, however, varies from the small enrollment of Fairmount College to an enrollment of close to 6,000 students in the extension department of Columbia University. Since the class-extension students of an institution are not concentrated in one spot in the State, the geographic distribution of these students for each State would make an interesting study. Class-extension students are distributed in small

isolated classes and in administrative centers. The figures are not available for a detailed study showing geographic distribution. The accompanying map of Massachusetts, however, is interesting in this connection, since it shows that even the most remote parts of the State are reached by extension, although the greatest concentration naturally occurs about the large cities.



CONCLUSION.

The great service which extension classes render, the number and character of the students they serve, the existence of well-developed organizations to carry them on, the highly trained teachers employed in teaching class extension students, the economic and civic value of the work done, these things are witnesses to the devotion and the patient idealism of the men who have conquered the conservation of

academic traditions and the handicap of insufficient funds in order that they might answer the inarticulate cry of the people for knowledge. The number of those who have joined the ranks of class extension workers has grown large. New men and new institutions have been converted to the educational service of grown men and women whose duties debar them from residence in educational institutions giving the help they need and desire.

Two problems now demand the thought and efforts of those who have learned that only through extension can practical educational service be given to mature men and women busied with their everyday affairs. The first is the old problem of increasing the service, of reaching more people in more places. But this problem is different from the old in that the time has now come when the struggle to give a wider service can no longer be conducted by each institution without much thought or consideration of its neighboring institution. If every town of 5,000 inhabitants in the United States is to be offered real class extension service, new machinery must be set up and new coordination and division of the work among the institutions of each State must be worked out. A common organization must be evolved and a common program adopted. This is the second problem that confronts those to whom the work is more important than the preservation of institutional prestige and superiority. The whole country can not be properly served until the large university recognizes and welcomes the services which the smaller institution can render; until the small institution is willing to concede that it wastes its own resources and by going outside its own field of special usefulness in competition with the large university limits the educational help which may be extended to the people. The normal schools, the private colleges, professional schools, voluntary associations, State and privately endowed universities, must consciously develop a common purpose and spirit of unity which will be expressed in work together. Each must learn to give the service it is best fitted to give; all must learn to help and encourage those whose highest usefulness lies in other fields. In the development of class extension which is coming so rapidly the State university may well assume the leadership, as it has in the establishment of the service now rendered. It stands at the apex of the State-supported educational system. Its place in the work of extension will always be unique, and it can afford to resign to other educational agencies working with it the service which they can perform as well. Small and privately endowed colleges and universities will profit by recognizing the special field of the State-supported institution, and if cooperation takes the place of fear and competition their own position will be more assured and their usefulness greater.