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UNIVERSITY EXTENSION IN THE UNITED STATES

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, June 20, 1914.

SIR: No longer do colleges and universities confine their work within their own walls. More and more do they attempt to reach all the people of the communities to which they minister. The campus of the State university has come to be coextensive with the borders of the State whose people tax themselves for its support. The great universities with large endowments attempt to serve still larger areas in this popular way. Wherever men and women labor in the heat, or toil in the shadows, in field or forest, or mill or shop or mine, in legislative halls or executive offices, in society or in the home, at any task requiring an exact knowledge of facts, principles, or laws, there the modern university sees both its duty and its opportunity. The fear that such service may lead to a lowering of dignity and a dissipation of energy has given place to a realization of the facts that there is no dignity except the dignity of service and that the only way to conserve and increase strength is to spend it wisely. So great has been the interest in this phase of the work of our higher institutions of learning that there is need for some comprehensive account of its origin, growth, and present status. I therefore recommend that the manuscript prepared by Dr. Louis E. Reber, dean of the extension division of the University of Wisconsin, submitted herewith, be published as a bulletin of the Bureau of Education under the title "University Extension in the United States."

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

To the SECRETARY OF THE INTERIOR.

UNIVERSITY EXTENSION IN THE UNITED STATES.

I. HISTORY.

In the United States, as early as 1831, features of university extension appeared in the work of the American National Lyceum, an organization which, though not associated with any educational institution, was instrumental in the wide spread of popular education. Lecture courses and debating clubs, both valuable factors of university extension in its modern development, were established in many rural and urban communities, and eminent men contributed to their success. "Itinerating" libraries also were first proposed in this country as a lyceum aid.¹

In 1874 a new agent of popular education, the Chautauqua movement, began to make itself felt by the introduction of more systematic and constructive opportunities of study than were included in the plan of the lyceum. Chautauqua, with its summer schools and literary and scientific circle, offered courses of instruction varying from the more elementary to university grades. Correspondence study formed an important part of its work, the courses being prepared and conducted by university professors. During a brief period an attempt was made to so broaden this opportunity as to include the giving of credit for studies of university grade with no residence requirement, degrees being granted by the University of the State of New York upon completion of work equivalent to that exacted at a recognized institution. When other means for home study became more general this privilege was withdrawn.

The transplanting of the English system of university extension did not take place until the year 1887, when an address before the American Library Association upon this subject aroused keen interest among members of the association and resulted in the beginnings of university extension in several cities (Buffalo, Chicago, and St. Louis) as an adjunct to the work of the city library.

In 1889 Teachers College, Columbia University, announced to the teachers of New York City and the adjoining cities and towns the offer of certain elementary courses in science. This was a beginning

¹ Phases of intramural extension teaching, though mentioned in this chapter, are not discussed as a separate activity. Agricultural extension, as constituting a separate development, organized and administered under different conditions from university extension proper, is not included except in welfare work and correspondence study, in which the courses are frequently general in nature. The following pages include data concerning organized extension teaching only.

of extension teaching that was expanded steadily during the following years.

In 1890, Philadelphia organized her American Society for the Extension of University Teaching, an association supported by private contributions. The growth of its work was rapid and permanent.

Early in 1891 the State of New York appropriated \$10,000 for university extension, the first State appropriation for this purpose. The terms of the law stipulated that no money should be paid to lecturers; hence the work developed was classified under the title "Home education" and included "study clubs, exchanges, traveling libraries, the public library, and the library school."

In the same year a society for university extension was organized in Chicago, but in 1892 the University of Chicago incorporated the work as one of its activities and the original society was abandoned.

In December, 1891, a national congress on university extension met in Philadelphia. It was reported at this gathering that in the four years between 1887 and 1891 28 States and Territories had begun university extension in some form. The movement, however, was clearly in an experimental and uncertain stage, and in a few years a large number of the earliest activities had ceased. That these, for the most part, were merely unorganized attempts, without any special provision for or even full understanding of the work, is shown by the fact that later statistics record that with the exception of the societies of municipal or private foundation, there was no "organized" university extension before 1892, and in that year organization in two institutions only, the Universities of Chicago and Wisconsin.

Twelve institutions organized extension teaching between 1892 and 1906. During this period, however, the work, except that of the University of Chicago, was chiefly agricultural. In 1906 the University of Wisconsin reorganized and expanded its university extension, which grew rapidly from that date.

Between 1906 and 1913, inclusive, 28 institutions organized university extension, and between those dates 21 institutions reorganized the work. With few or no exceptions, the reorganization involved the establishment of definite departments, supported in a few cases by legislative appropriation, but mostly by fees and such funds as could be diverted to this purpose. In 1913 legislative recognition showed a marked increase.

During the past 10 years a gradual change of method has taken place. The English plan of lectures, class work, syllabi, collateral reading, and more or less rigid examination, conducted by university professors with little, if any, individual relation, was not well adapted to the larger part of the student body in America, whose need was great for educational opportunities offered out of work hours. As

this fact came to be recognized, modifications of the original method added correspondence study and class work under less formal conditions, the summer school at the same time showing a rapid growth both in numbers and usefulness.

In quick succession departments were added to the older extension activities of organized debating and discussion, including the educational bulletin and package library, and of welfare work covering the entire field of civic and social betterment.

University extension, as now interpreted, includes all extramural university service and certain types of intramural work. Under the latter head the following activities are included: Popular short courses and conferences at the institution, and also such opportunities to attend classes or lectures out of work hours as are offered sometimes with and sometimes without the customary entrance requirements. Occasionally summer schools are classified under university extension.

The following list shows dates of organization of university extension teaching other than agricultural in the institutions from which reports were received:

<i>Dates of organization.</i>		
1892	University of Chicago. University of Wisconsin.	1909 University of Texas. University of Wyoming.
1895	Goshen College (Ind.).	1910 College of Hawaii. University of Montana. Ohio University.
1901	Columbia University (N. Y.). University of North Dakota.	1911 Ottawa University (Kans.). University of Michigan. New Mexico College of Agriculture and Mechanical Arts. Adelphi College (N. Y.). University of North Carolina.
1902	Vanderbilt University (Tenn.).	1912 University of Arizona. Reed College (Oreg.). University of Pittsburgh. University of Washington.
1904	Colorado Agricultural College. Rhode Island College.	1913 Iowa State University. Montana State College. Franklin College (Ohio). Fisk University (colored) (Tenn.).
1905	Kansas State Agricultural College. Olivet College (Mich.). University of Oklahoma.	<i>Dates of reorganization of extension work.</i>
1906	University of California. Iowa State College. Pennsylvania State College.	1906 University of Wisconsin.
1907	University of Oregon. Brown University (R. I.).	1909 Goshen College (Ind.). Kansas State Agricultural College.
1908	St. Mary's College (Cal.). Washington University (Mo.). College of the City of New York. New York University. Lehigh University (Pa.).	1910 Colorado Agricultural College. Harvard University (Mass.). Columbia University (N. Y.).
1909	University of Kansas. University of Minnesota. Mississippi Agricultural and Mechanical College. University of Nebraska.	1911 Mississippi Agricultural and Mechanical College.

1912	Indiana University. Rutgers College (N. J.). University of Oregon. Lehigh University (Pa.).	1913	University of Montana. Franklin College (Ohio). University of Oklahoma. Pennsylvania State College. University of Pittsburgh. University of Texas. University of Wyoming.
1913	University of California. Iowa State College. University of Minnesota.		

HOW REGARDED BY INSTITUTION AND STATE.

After the first wave of enthusiasm had subsided, university extension as a function of an educational institution passed through a prolonged period of uncertain favor. A feeling prevailed that there was some loss of prestige to the institution adopting it, in the extension of its services to persons not fulfilling the requirements for matriculation, and also that extramural instruction, even of collegiate grade, would probably be superficial and inferior in quality.

As the methods of university extension were modified to fit conditions in the United States, the scope of the work, as has been shown, was widened to include correspondence-study in addition to lecture courses. In the beginning, no appointment of instructional force or provision of funds accompanied this expansion, and the work was conducted on a fee basis by members of the resident faculty, who, as a rule, already carried heavy work. This situation was productive of a feeling of antagonism, especially among those professors who had little confidence in the value of the movement.

However, as time passed, a change took place and extension came to be recognized by State institutions at least as a legitimate activity, if not as a duty to the constituency drawn upon for their support. This change involved in many instances a further expansion covering the entire field of general welfare, and the creation of a part-time or full-time university extension faculty and clerical force, with a more or less adequate fund, either of legislative or other provision, for the furtherance of the work.

Response to inquiries at present are almost uniformly favorable to university extension. At those institutions in which the work is so established as to impose no additional burdens the members of the faculty either approve it or tolerate it; a large majority approve it. Little active antagonism remains. University extension is recognized as a valuable means of instruction and as a measure of publicity and interpretation.

Some difference of attitude naturally exists between the State and the non-State institutions. The State-university recognizes an obligation; the non-State may be actuated either by altruistic motives or by those of self interest.

The following opinions were elicited by the questionnaire:

Not developed, but important. Disliked by faculty, who are still somewhat suspicious and antagonistic.

A great tax on them (the faculty), but almost necessary to get hold of the State.
 Work at first regarded with hostility by faculty, now with better spirit. Regarded enthusiastically by citizens.
 Work regarded apathetically by State, but favorably and hopefully by faculty.
 Extension movement most powerful single factor in education and greatest aid to interior instruction. Regarded by the faculty, with enthusiasm, 70 per cent; tolerance, 20 per cent; disdain, 10 per cent.
 Secures public good will.
 Gives closer touch with city school system. Brings students and helps to remove conditions.
 It has greatly increased our enrollment.
 Brings people of State and university into greater touch than formerly.
 Adds much to our standing in the State.
 No one would question its general value.
 Popularizes the college and puts into practice its teachings among the people.
 Brings local sympathy.
 Sharpens interest.
 So far has popularized the university.
 Our very life's blood.
 Beneficial in every way, particularly in putting the university in touch with the people.
 Helps attendance.
 Broadening (referring to effect upon the institution).
 Advertises, vitalizes, and enlivens.

II. ORGANIZATION AND ADMINISTRATION.

Forms of administration.

	<i>Institutions.</i>
Administered through a division or department.....	22
Administered through another department of the institution.....	14
Administered by a committee of the faculty.....	8
Other forms of administration.....	7
Total.....	51

Extension teaching is administered in various ways and through several different agencies. In the larger institutions, with a few exceptions, the work is conducted through a division or department as a unit coordinate with other departments in the institution, with a dean or director at the head; while in the smaller institutions it is administered through another department, frequently the department of education, or by a committee of the faculty.

The following universities and colleges fall within the first group and apply the term division or department to the organization through which the work is conducted: University of California, University of Colorado, University of Chicago, Indiana University, University of Iowa, Kansas State Agricultural College, Universities of Kansas, Michigan, Minnesota, Missouri, Montana, Nebraska, Oklahoma, and Oregon, Columbia University (New York), New York University,

University of North Dakota, Ohio University, Universities of Pittsburgh, Utah, Washington, and Wisconsin.

University of California.—The extension division at the University of California was reorganized in 1913, with the following scheme of administration. The division consists of two departments: The department of instruction and the department of public service. The department of instruction consists of three bureaus: The bureau of class instruction, which organizes and conducts classes for the study of university subjects in cities and towns, in which a request is made by 10 people or more; the bureau of correspondence instruction, offering courses mainly in cultural subjects; the bureau of lectures, providing lectures singly or in series, to be delivered in any part of the State. The department of public service consists of two bureaus, one of public discussion, the other of information and municipal reference. A director of extension is at the head of the division, who, with the secretaries of the five bureaus, reports to the president and the academic council. All departments of extension work, excepting agricultural, are under one head. One man devotes his entire time to the work, and a majority of the faculty participate.

University of Colorado.—The University of Colorado administers its extension teaching through a division which is parallel with the other schools of the university. A director has entire charge of the work, which includes correspondence study, classes, lectures, library extension, welfare work, and vocational training.

University of Chicago.—The University of Chicago, on the occasion of its opening in October, 1892, announced a thoroughly organized department of university extension and began to do that type of work simultaneously with the opening of its other activities. From the very first this work was offered in three departments, namely: (1) Lecture study, (2) class instruction, (3) correspondence-study teaching. For almost 20 years, in fact until July, 1912, this work was carried on over an area extending from Illinois to the Pacific Coast, and from Duluth to the Gulf. In July, 1912, the administration of the University of Chicago saw fit to change the policy of extension management, turning over the lecture work to the university lecture association, the class instruction, to the university college, continuing its department of correspondence instruction as before. The university lecture association, an outgrowth of the lecture work of the extension department of Chicago University, organizes courses of lectures at four central points in Chicago, and in three of its immediate suburbs, under the direction of the University of Chicago.

Indiana University.—The division at Indiana University is composed of four departments: Correspondence, lecture, debating and public discussion, and general information and welfare. The work is in charge of a director who gives part time. The correspondence-study work is carried on by the regular university faculty. Provision

has been made to add for 1914 a secretary for the department of debating and public discussion, a part-time assistant in club work, and a part-time assistant in social service.

State University of Iowa.—The extension division of the State University of Iowa, reorganized in the fall of 1913, announces four fields of activity: (1) Educational service, (2) public health and hygiene, (3) political, economic, and social welfare, and (4) correspondence study. The work is administered by a staff composed of the president of the university and the chiefs of the four bureaus covering the lines of activity.

The Kansas State Agricultural College.—At the Kansas State Agricultural College the work is administered by a dean and the heads of the four departments: (1) Institutes and demonstrations, (2) public engineering, (3) home economics, and (4) correspondence study. The division is coordinate with the divisions of agriculture, engineering, and home economics. Each department has its own working force. The work is largely agricultural, but much is done in engineering, home economics, and in other lines especially through the correspondence study. About 20 members of the college faculty cooperate in the correspondence-study department in making the courses and directing the reading of the papers.

The University of Kansas.—At the University of Kansas the division has a director in charge, but the scheme of administration is undeveloped. Two men devote their entire time to the work, and 48 of the faculty members assist.

The University of Michigan.—At the University of Michigan the work is carried on through a department, administered by a director, with the cooperation and advice of the president. Extension activity is confined to lectures given throughout the State by members of the various faculties of the university.

The University of Minnesota.—At the University of Minnesota the division has a governing board of members of the faculty, made up from the university senate. The division is administered by the director and faculty extension board. There is an organized center at Duluth, with a teacher or organizer in charge. Occasional trips are made to the center at Duluth by members of the extension staff, but there is yet no complete suborganization.

The entire time of 20 men is devoted to extension work, 2 devote half time or more, and 96 members of the faculty participate in the work, which is in part agricultural.

The University of Missouri.—At the University of Missouri, where the work is devoted to correspondence courses and classes in extension centers, the division is administered by a secretary of extension.

The University of Montana.—At the University of Montana extension work, which was reorganized in 1913, is administered by a director of university-extension lectures, a director of correspondence

study, and through a bureau of information. These departments are under separate management.

The University of Nebraska.—At the University of Nebraska the department of university extension is administered by a director. The work is subdivided into four departments: (1) Correspondence study, in which all subjects required for city, county, and State certificates, and for university credit, are offered; (2) instruction by lectures; (3) debating and public discussion; and (4) general information and welfare.

Columbia University (New York).—In 1902 the statutes of Columbia University were amended to establish an extension department under the care of a director. The purpose and design of this department were set forth in such broad language as to admit of the conduct of credit courses, such as had earlier been recognized at Teachers College, and at the same time to admit the carrying of short courses of a more popular character, which were generally and by tradition regarded as belonging to extension teaching. It was not until 1904, however, that the control was vested in an administrative board representative of the entire university.

In 1910 the new administration was empowered to offer courses of graduate standing and those of professional and collegiate character equivalent at least to the first and second years in the professional schools and in the college. These were graduate and undergraduate courses regulated by rules determined by university council and the faculty concerned. This did not imply an abandonment of the old lyceum system. The director controls the policy and finances the work under the president and administrative board. Seventy-three members of the faculty take part in the intramural and extramural extension teaching.

Barnard College and Teachers College, of New York City, are now affiliated in the extension work at Columbia.

New York University.—At New York University the extension work is carried on through a division for extramural teaching, administered by a director and an advisory committee. All class instruction is carried on by the regular faculty. The division is a department of the university coordinate with the other departments. Classes, which are grouped into (1) collegiate courses, (2) commercial courses, and (3) pedagogical courses, are held at centers in New York City and vicinity.

University of North Dakota.—In the University of North Dakota the extension division is subdivided into two bureaus—(1) educational cooperation, (2) public service. A director and a secretary of bureaus constitute the administrative force. Two men devote their entire time to extension work, and about 40 members of the faculty participate.

Ohio University.—At Ohio University the division is administered by a director, who organizes centers and assigns teachers. The work is entirely classroom work of the same grade as the university courses. Six members of the faculty participate in the work.

University of Oklahoma.—The extension work at the University of Oklahoma is administered through two divisions, which are subdivided into six departments. There are two directors—a director of public information and welfare, who has charge of the department of public discussion and debate, correspondence study, and public information and welfare, and a director of the departments of extension lectures, extension classes, and high-school debating. Three persons give entire time, and 49 members of the faculty cooperate in the extension work.

University of Oregon.—At the University of Oregon, the president of the university, an extension director, and a secretary administer the work. Of the members of the faculty, 4 devote their entire time, 4 part time, and 24 participate in the work.

University of Pittsburgh.—At the University of Pittsburgh, the administrative body consists of the director and an advisory committee. This committee is made up of a member from each school offering courses. This member is chosen by the director of extension and the dean of the school offering the course. About 25 members of the faculty participate in the work.

The University of Texas.—The extension department of the University of Texas consists of seven divisions: Correspondence instruction, public welfare, public discussion, home welfare, information and exhibits, public lectures, and child welfare. A director is in charge, with 14 others giving full time, 5 half time, and 75 participating.

University of Utah.—Extension is administered by the University of Utah through a department under a director of extension work, who utilizes the instructors of the other departments for correspondence study, extension classes, lectures, debating and community guidance.

The University of Washington.—At the University of Washington, the extension division is coordinate with the other schools and colleges, administered by a director, who is chairman of the extension faculty, which is composed of the heads of departments offering extension courses. The division has two departments, the department of instruction and the department of community service.

The department of instruction conducts its work through correspondence study courses; by classes at centers away from the university, and by evening classes at the university.

The department of community service consists of five bureaus: The bureau of municipal and legislative reference, the bureau of debate and discussion, the bureau of general information, the bureau of lectures, and the bureau of civic development.

Of the faculty 7 members devote their entire time to extension work, 1 devotes half time or more, and from 40 to 50 members of the faculty participate.

The University of Wisconsin.—At the University of Wisconsin the division is one of the coordinate colleges of the university, with a dean at its head. The four departments of the division, (1) correspondence study, (2) instruction by lectures, (3) debating and public discussion, and (4) general information and welfare, have secretaries as administrative officers. The departments are again subdivided—correspondence study into as many as there are distinct lines of instruction, such as English, history, romance languages, education, mechanical engineering, structural engineering, etc. There are 29 departments of instruction, each with a head. In the correspondence-study department 31 instructors are giving their entire time to the work, and 35 part time. In the department of instruction by lectures, besides a secretary there is an assistant secretary and occasional assistance in the field. The department of debating and public discussion has a force of 10. The department of general information and welfare has at present five bureaus with a chief at the head of each: (1) Municipal reference, (2) social center development, (3) health instruction, (4) visual instruction, (5) community music.

The State is divided into six districts (it is intended to break these up into more), with officers centrally located in each. At each office is a university district representative, and with him are itinerant instructors, field organizers, and the necessary clerical assistants.

There are in the division 51 administrators and instructors giving full time and 16 giving part time to the work. Besides these, 18 of the resident faculty are carrying correspondence-study courses, and 37 participate in other ways; 45 clerks and stenographers are required for the work of the division.

In the following institutions university extension is administered as a part of another department or school: Des Moines College (Iowa), Ottawa College (Kans.), Harvard University (Mass.), Washington University (Mo.), College of the City of New York, University of Cincinnati (Ohio), Miami University (Ohio), Pennsylvania State College, Brown University (R. I.), Fisk University (Tenn.), Vanderbilt University (Tenn.), Emory and Henry College (Va.), University of Virginia.

Des Moines College (Iowa).—At Des Moines College the dean of the school of education has charge of the department, which confines its extension activity to lecture and class work.

Ottawa University (Kans.).—At Ottawa University the work is administered by the head of the department of history and is confined to a department of debating and discussion.

Harvard University.—At Harvard, where courses are conducted on the same plan as the regular college classes, the department is under

the faculty of arts and sciences and is administered as a regular college department by a dean and an administrative board of the faculty of arts and sciences.

Washington University (Mo.).—At Washington University a committee of the faculty of the department of arts and sciences has charge of the extension work, which is mainly for teachers, and consists of lectures and laboratory courses.

College of the City of New York.—At the College of the City of New York the extension department is a development of the department of education and is administered wholly by the director of extension teaching. The work, which consists solely of lecture work for the teachers of the New York public schools, is conducted by the faculty, 20 members assisting in the work. Two give more than half time.

University of Cincinnati.—At the University of Cincinnati the work, which is conducted throughout the city in numerous ways, is carried on through various faculties and agencies. Practically every member of the faculty has some part in the work.

Miami University (Ohio).—At Miami University the extension work is carried on largely by each department working for itself. There is at present no organization, but it is hoped to center the work in the library and work through the librarian.

The Pennsylvania State College.—At the Pennsylvania State College extension work is administered through departments: A department in the school of agriculture and departmental representatives in other schools. The representatives from all the schools form an extension board which meets with a special extension committee from the board of trustees. Four members of the faculty devote part time to the work, which is mainly agricultural, although the extension departments are active also in engineering, mining, home economics, and liberal arts.

Brown University (R. I.).—At Brown University a director, who is professor of education, administers the extension work, which consists entirely of lectures. The president of the university and the director of extension invite members of the faculty and others to lecture. About 25 members of the faculty assisted in the work last year.

Fisk University (Tenn.).—At Fisk University the work, which is chiefly of a vocational and welfare nature, is in charge of the department of social science.

Vanderbilt University (Tenn.).—At Vanderbilt University the work consists in the training of ministers; the faculty of the Biblical department constitutes the faculty of the correspondence school. An extension director, who is employed by the board of education of the M. E. Church, South, has charge of the office management, and gives

his entire time to the work, which covers institutes and lectures as well as correspondence-study courses.

Emory and Henry College (Va.).—At Emory and Henry College the work is conducted by the department of education.

University of Virginia.—At the University of Virginia the extension activity is entirely devoted to lecture work, and is administered by a professor in the department of education.

The following institutions administer extension teaching through a committee of the faculty: *St. Mary's College* (Cal.), *Iowa State Teachers College*, *Olivet College* (Mich.), *Rutgers College* (N. J.), *Adelphi College* (N. Y.), *University of North Carolina*, *Reed College* (Oreg.), *Lehigh University* (Pa.).

St. Mary's College (Cal.).—At *St. Mary's College* the work, chiefly correspondence study and lectures, is restricted to teachers. There is a recognized department, the governing body of which is a committee on studies, controlled by the board of trustees.

Iowa State Teachers College.—At *Iowa State Teachers College* the faculty, under the direction of a committee on extension, conduct demonstration schools and maintain educational centers within a reasonable range of the college and an extension lecture bureau.

Olivet College (Mich.).—At *Olivet* the work is conducted by a committee of the faculty.

Rutgers College (N. J.).—At *Rutgers College* a committee on extension, the education department, and the college of agriculture share the administration of the extension work, which consists of a summer school under the department of education; also institutes, Saturday and evening classes, and a short course in ceramics.

Adelphi College (N. Y.).—At *Adelphi College* a committee of three has charge of the work, which consists in courses in education, chiefly for the benefit of teachers. Eight members of the faculty participate in the work.

University of North Carolina.—At the *University of North Carolina* the work is conducted through a bureau of extension, administered by a committee of six from the faculty; 1 person gives part time and 20 members of the faculty assist in the work.

Reed College (Oreg.).—At *Reed College* the work is conducted by a committee of the faculty, assisted by other members of the faculty.

Lehigh University (Pa.).—At *Lehigh* the president has charge of the free public lectures; a committee of the faculty, of which the professor of philosophy and education is chairman, has charge of lecture and class courses; and the university Y. M. C. A. has the welfare work in charge. Seven members of the faculty have engaged in extension work.

At several institutions the president is in charge of the work. Among these are the *Universities of Arizona and Wyoming*.

University of Arizona.—At the University of Arizona the president is in charge of extension teaching, doing all the work with the assistance of 13 members of his faculty.

University of Wyoming.—At the University of Wyoming, the president of the university is at present director of the department; 2 men devote their entire time, 1 devotes half time, and 24 members of the faculty assist in the work, which is in part agricultural.

In some cases a secretary of extension conducts the work, which generally includes but one phase of extension teaching. Among these are Butler and Goshen Colleges.

Butler College (Ind.).—At Butler College, where lectures and recitations, conducted as in regular college courses, are the only form of extension activity, a secretary of extension is in charge.

Goshen College (Ind.).—At Goshen College, where correspondence-study courses are the only form of extension activity, a secretary of extension is in charge, who does all the corresponding and cooperates with each teacher offering courses. The secretary devotes his entire time to the work and is assisted by six members of the faculty.

Boston Commission on Extension Courses.—University extension courses are offered in Boston by the commission on extension courses, which represents the following institutions: Boston College, Boston University, Harvard, Massachusetts Institute of Technology, Museum of Fine Arts, Simmons College, Tufts College, and Wellesley College.

The courses are given by college professors and instructors of the cooperating institutions, and are conducted as the corresponding courses regularly given by these institutions, with lectures, written and laboratory work, recitations, and practical exercises of various kinds. Examinations are held and marked on the same scale as in the regular college courses. The courses cover 30 weeks, and the hours are set in the evening, or in the late afternoon and on Saturday. Most of the courses carry credit toward the degree Associate in Arts at Harvard, Radcliffe, Tufts, and Wellesley. The requirement for this degree is work amounting to 17 full courses, or 51 year-hours. The subjects taught are purely cultural: Language, literature, fine arts, music, natural sciences, history, political and social sciences, philosophy, and mathematics.

Since most of the courses are supported by the endowment of the Lowell Institute, the fees are low. In the majority of cases a fee either of \$2.50 or \$5 is charged, although for some courses there is a fee of \$15.

Boston College, Boston University, and Simmons College also offer Saturday and late afternoon courses which are not connected with the commission on extension courses. Harvard also offers extension courses, with which work Radcliffe is affiliated.

Receipts for university extension.

States and Institutions.	Total funds.	State appropriation.	Fees and other receipts.	Remarks.
Arizona, University of.....	\$2,400	\$2,400		
California, University of.....	4,300	0	\$4,300 from all sources.	
Colorado, University of.....	40,000	0	\$40,000 from correspondence-study fees.	\$10,000 appropriated for 1913-14. \$2,200 in fees from correspondence and lecture courses.
Illinois—University of Chicago.....				
Indiana:				
Bridger College.....	1,973	0	\$1,973 from fees.	
Earlham College.....	230	0	\$230 from fees.	
Goshen College.....	308	0	\$308 from fees.	
Indiana University.....	4,069	0	\$1,740 from various sources; \$1,200 one-half salary of director; \$1,259 correspondence-study fees.	
Iowa:				
Iowa State College.....				\$25,000 appropriated for engineering extension for 1913-14. No fees charged.
University of Iowa.....	22,400		\$11,200 from various sources.	\$13,000 legislative appropriation for 1913-14. \$5,000 from other sources for 1913-14.
Kansas:				
Kansas State Agricultural College.....	13,000		\$13,000 (estimated).	Funds devoted to correspondence courses, women's work, and engineering work.
University of Kansas.....	10,400	0	\$13,400 from various sources; \$5,000 from fees.	No specific appropriation for extension; general maintenance fund estimated at \$13,000.
Massachusetts—Harvard University.....	21,437	10,000	\$10,000 appropriation from Board of regents.	Lecture classes.
Michigan, University of.....				State appropriation of \$40,000 for 1913-14.
Minnesota, University of.....				\$25,000 for biennium 1913-1915.
Missouri:				
University of Missouri.....	3,305		Work carried out of general maintenance fund, 1912-13.	
Washington University.....	1,000	1,000	\$2,405 from fees.	
Montana, University of.....				State has allowed correspondence-study department \$2,000 for 2 years to pay for stationery, postage, and clerical work.
Nebraska, University of.....	3,000		\$3,000 from various sources.	
New Jersey—Rutgers College.....	6,000	16,000	\$6,000.	
New York:				
Adelphi College.....	3,220	0	\$3,220 from fees.	
College of City of New York.....	3,360	4	\$3,200 from city government.	
Columbia University.....	54,972	0	\$4,972 from fees.	Necessary funds are appropriated by city government.
North Carolina, University of.....	1,000		\$1,000 from various sources.	
North Dakota, University of.....	11,500		\$9,000 from various sources; \$250 from correspondence-study fees; \$1,400 from lectures; \$75 from institutes.	\$700 allotted for printing.

Ohio:	405	0	\$405 from fees	The instructors are paid from the fees of the students
University of Cincinnati.....	13,100	0	\$9,000 from city; \$4,100 from fees; \$1,100 from external sources; \$3,000 from evening classes.	\$5,000 allotted for municipal reference bureau; \$4,000 allotted for city fees.
Oklahoma, University of.....	10,000	7,500	\$2,500 (estimated)	
Oregon:	620	0	\$620 from fees	No separate budget for extension work.
Boise College.....	15,818	15,000	\$818 from fees	Same for 1913-14.
Pennsylvania:				
Lehigh University, C.....	300	0	\$200 lecture and class fees; \$100 evening class	No fees are received for correspondence study.
Pennsylvania State College.....	7,300	0	\$7,300 from various sources	Do.
University of Pittsburgh.....	2,500	0	\$1,500 from fees	About \$3,000 for 1913-14.
Rhode Island—Brown University.....	1,900	0	\$1,900 from fees	
Texas:				
Park University (colored).....	1,300	0	\$1,300	\$1,300 is used for the social center house, and the money is raised independently of the university budget.
Vanderbilt University.....	12,000		\$12,000 appropriated by M. E. Church, South.	More appropriated by church and used for the correspondence study department.
Texas, University of.....	14,000	14,000		Appropriation for 1913-14 is \$45,000.
Washington, University of.....	4,783	3,897	\$1,314 from fees	State appropriation for 1913-14 is \$12,500.
Wisconsin, University of.....	154,364	125,000	\$29,364 from fees	Appropriation for 1913-14 is \$185,000.
Wyoming, University of.....	300		\$300 from various sources	Allotment for general extension made from the appropriation of the State legislature for agricultural extension.

* Summer session extension.

† Estimated.

The appropriation for 1912-13 was over a half million for university extension work. It will be noted from the table that there is a large increase for the year 1913-14.

The following institutions had no appropriation in 1912-13, but have made financial provision for the work for 1913-14: California, \$10,000; Iowa State College, \$25,000; University of Iowa, \$20,000.

The following have increased their appropriations: University of Minnesota, from \$10,000 to \$40,000; University of Pittsburgh, from \$2,500 to \$8,000; University of Texas, from \$14,000 to \$45,000; University of Washington, from about \$4,000 to \$12,500; and Wisconsin's legislative appropriation was increased from \$125,000 to \$185,000.

III. CORRESPONDENCE STUDY.

Institutions having correspondence courses—Enrollment and degrees granted.

Institutions.	Number enrolled.	Degree, if any, toward which credit is given.
1. University of Arkansas.....	(¹)	(²)
2. University of California.....	* 464	A. B., B. S., B. L.
3. St. Mary's College (Cal.).....	40	A. B., B. S.
4. College of Hawaii.....	18	No credit.
5. University of Chicago (Ill.).....	3,182	A. B., Ph. B., S. B.
6. Indiana University.....	200	A. B.
7. Des Moines College (Iowa).....	25	
8. Goshens College (Ind.).....	52	A. B.
9. Iowa State College.....	140	
10. Kansas State Agricultural College.....	242	B. S.
11. University of Kansas.....	935	A. B., B. S.
12. Massachusetts Agricultural College.....	* 909	No credit.
13. Michigan Agricultural College.....	* 50	No credit.
14. University of Minnesota.....	53	A. B.
15. University of Missouri.....	200	A. B., D. S.
16. University of Montana.....	40	
17. University of Nebraska.....	187	A. B., B. S.
18. New Mexico College of Agriculture.....	* 8	No credit.
19. University of North Carolina.....	(¹)	
20. University of North Dakota.....	77	A. B., Ph. B.
21. University of Oklahoma.....	(³)	
22. Oregon Agricultural College.....	31	B. S.
23. University of Oregon.....	336	A. B.
24. Pennsylvania State College.....	* 4,825	A. B.
25. Vanderbilt University (Tenn.).....	1,009	B. D.
26. Agricultural and Mechanical College of Texas.....	279	No credit.
27. University of Texas.....	700	B. A., LL. B., E. C., C. E., B. S.
28. University of Utah.....		A. B.
29. University of Washington.....	193	A. B., B. S.*
30. University of Wisconsin.....	5,375	B. A., B. S., Ph. B., M. A., M. S., Ph. M.
31. University of Wyoming.....	11	B. A., B. S., M. A., M. S.
32. Utah Agricultural College.....	63	No credit.

¹ Just starting.

* All degrees given; student must be in residence at least one year.

² For 6 months.

³ In agriculture.

* 4,000 in agricultural subjects.

⁴ For bachelor degrees half time residence required; for master degrees one year of residence required.

The enrollment given is for the year 1912-13 in all cases excepting where the work is just starting or where the statistics for 1912-13 were not available, as at Iowa State College, Michigan Agricultural College, and Universities of California and Missouri. The enrollment for these institutions is recorded for the first half of the academic year 1913-14.

The amount of work for credit through correspondence study differs widely. The universities of Chicago, Minnesota, Montana, North Dakota, Oklahoma, Pennsylvania State College, universities of Pittsburgh, Texas, Washington, Wisconsin, and Wyoming, and Des Moines College allow one-half number of hours for credit through correspondence study in absentia. The University of Kansas allows one-half number of hours for A. B., not so much for B. S. The University of Nebraska also allows one-half number of hours in absentia, but the last year must be spent in residence. At the University of Oregon and at Vanderbilt University one-third time is allowed; at the University of California and at Indiana University, three-fourths; at the University of California the last year must be spent in residence; and at Goshen College and at Iowa State, one-fourth. New Mexico College of Agriculture and Mechanic Arts allows two years' work in absentia for the M. S. degree, but for college graduates only. There is no fixed rule at Kansas State Agricultural College. At the University of Wisconsin, although one-half of the work in correspondence study may be done in absentia toward a baccalaureate degree, the university demands that one year's work must be done in residence before the degree is bestowed. Credits may be accumulated for various degrees through correspondence: A. B., B. L., B. S., Ph. B., LL. B., E. E., C. E., M. S., M. A., and Ph. M.

CORRESPONDENCE-STUDY COURSES.

At Goshen College the work passes through the hands of a secretary. At the Universities of Texas and Utah, and at Michigan Agricultural College instruction is directly between pupil and teacher, although at the University of Texas record is made by the registrar at the end of the course. At the Agricultural College of Utah the work is registered by the head of the department offering the course. In other institutions the correspondence work passes through a central office or registration department.

Arkansas.—At the University of Arkansas the work is just starting, and is given entirely by members of the faculty. The fee for the equivalent of a three-hour course is \$2.50.

California.—At the University of California the work in correspondence study has been in existence only five months, and all statistics relate to the work of that period. The number of persons enrolled during that time was 464. No member of the instructional force is at present giving entire time to the work; 68 courses have been announced, 51 of which are in progress. The courses are mainly cultural, although applied courses in engineering and mathematics are also given. The fees are \$5 for 15 lessons. The total income for the five months was \$2,530.

Hawaii.—At the College of Hawaii a fee of \$5 is charged for each full course of 18 assignments. For additional courses a reduction of one-half for each course is made. The fee is intended to pay the cost of the lessons and postage one way. If less than one-half of the assignments are taken, one-half of the fee above the cost of materials is refunded.

Illinois.—At the University of Chicago correspondence study reaches literally every part of the world. About 5 persons devote their entire time to the work, and about 125 members of the faculty participate in it. It is estimated that since the work began in 1891 fully 13,000 persons have received instruction through mail. The subjects offered are cultural. Those for which there has been greatest demand include the languages, mathematics, history, education, and political economy. A large number of Biblical and theological courses are offered.

Indiana.—At Goshen College extension work is confined to correspondence-study courses. Courses are offered in Biblical literature, Greek, Latin, German, and history.

At Indiana University the fee for instruction is determined by the amount of credit given for each course: A two-hour course is \$5; a three-hour course is \$7.50; and a five-hour course is \$12. An original enrollment fee of \$1 is required. The instruction includes (1) a small number of high-school courses; (2) a number of college courses which may entitle to credit. The courses offered are cultural.

Iowa.—At Des Moines College the instruction is given on a weekly assignment basis, assignments covering the ground covered in resident class recitation five hours a week for 12 weeks. The dean of the school of education has general direction of the work, which is assigned to resident professors according to subject.

At Iowa State College correspondence-study work is devoted to instructions for (1) students of college grade in engineering, and (2) workers in the trades. There were enrolled 140 correspondence-study students, representing 9 cities.

Kansas.—At Kansas State Agricultural College, correspondence-study courses were begun in 1910, with an expense fund of \$300. This year the college has \$4,500 for this work, in addition to fees. Two men are regularly employed, and a half dozen graduate students and seniors are employed by the hour. The courses are both credit and noncredit. The subjects treated are agricultural, engineering, and a few cultural. More than 50 per cent of the work is agricultural.

At the University of Kansas most of the work is done by the members of the faculty, who prepare the courses and give the instruction on a fee basis. The work is for the most part of college or university grade. Languages, science, history, education, and engineering courses are given. The fee is \$10 a year for residents of Kansas and

\$15 for nonresidents. Not more than two courses may be carried at one time.

Massachusetts.—At Massachusetts Agricultural College instruction is offered by correspondence in 17 agricultural subjects. The lessons have been prepared in most cases by the heads of the departments at the college. A fee of \$1 is charged for each course, with the exception of two courses where \$1 is charged for each part of the course. Registration is limited to residents of Massachusetts. The fees received amounted to \$693.70; the total cost of maintenance amounted to \$1,084.77.

Michigan.—At Michigan Agricultural College the only work in the nature of correspondence study is that of the college extension reading courses, in which 50 are enrolled. Eleven agricultural courses and three in home economics are offered. Examination questions are sent each person taking the course, and written reports may be made. If these reports are made and are satisfactory, certificates are granted.

Minnesota.—At the University of Minnesota the work is still in process of organization. No member of the faculty gives his entire time to the instruction. Each department does the work assigned to it through some member of that department, who receives compensation in fees. About 80 courses are offered, chiefly in science, literature, and arts.

Missouri.—At the University of Missouri the work is done by part-time instructors. Up to the present time over 200 students have been enrolled.

Montana.—Correspondence-study work has been but recently undertaken at the University of Montana. No instructor gives his entire time to it. The uniform fee is \$10 per course, with a reduction to \$16 for two courses and \$20 for three courses, when these are registered at one time.

Nebraska.—At the University of Nebraska 8 courses are offered for entrance credit and 43 courses are offered for university credit. The subjects taught are chiefly cultural, covering literature, languages, history, some sciences, and art. No member of the instructional force gives his entire time to the work. The fee is \$5 a course for one semester, or \$4 a course when two or more courses are carried simultaneously. The appropriation for the department is \$3,500.

North Dakota.—At the University of North Dakota the work is carried by the faculty. The subjects taught may be classified in three groups—elementary, university credit, and general cultural subjects not designed for university credit. Two courses in engineering are offered.

Oklahoma.—Correspondence-study work is beginning this year at the University of Oklahoma. Many applications for engineering

courses have been received and applicants have been given work in mathematics, drawing, and physics. The fee asked is \$15 a course.

Oregon.—Three courses are offered at Oregon Agricultural College—rural economics, rural law, and business methods for the farm. Each course is given by the instructor charged with similar resident work.

An allotment of \$2,000 was made for correspondence-study work at the University of Oregon for 1912-13. The subjects offered are cultural, with the exception of the engineering courses. A fee of \$2 is charged for one course and \$1 for each additional course. No instructor gives his entire time to the work.

Pennsylvania.—The Pennsylvania State College enrolled 1,800 new students during the year, making the registration in agricultural subjects about 4,000. The total enrollment to date is 17,502, covering a period of 14 years. There are also 75 students taking correspondence study in liberal arts subjects. The college receives no fees whatever for this work. Grading the papers and revising the lessons require almost the entire time of two members of the instructional force. This does not include the preparation of the lessons, which is done by the teaching and instructional staff of the various departments. Although the correspondence-study work in the past at the Pennsylvania State College has been chiefly agricultural, courses in engineering and in continuation of work done in summer schools for teachers are rapidly being introduced. Engineering extension enrolls only groups or classes in correspondence-study courses; 750 students are enrolled in extension courses exclusive of apprentice schools. Each course of 10 lessons costs \$5.

Texas.—At the University of Texas the instructional force is composed entirely of the members of the resident faculty of the university, who give only part time to correspondence-study instruction; 196 credit courses and 49 noncredit courses are offered; the courses are grouped.

Utah.—At the Utah Agricultural College one man gives his entire time to correspondence-study courses. The following courses are given: (1) Academic studies which may be taken for credit, (2) practical studies, (3) the colonist's course for those who have recently come to Utah, (4) housekeepers' course, (5) preparatory or high-school studies, and (6) grammar or grade studies. A large number of correspondence courses in agricultural engineering and mechanical arts are given. An enrollment fee of \$5 is charged, and in certain courses, where apparatus or other special equipment is required, an additional fee is charged.

Tennessee.—At Vanderbilt University the number enrolled last year was 1,009. No instructor gives full time to the work, but there are seven who give part time to reading papers and from four to six who give time to the office side of the work. All work is in the gen-

eral field of theology and is designed particularly for young preachers. In university courses the fees are \$2.50 for a minor course and \$5 for a major course. Total fees received last year amounted to \$7,907. The correspondence-study work, financially speaking, is under the direction of the general board of education of the Methodist Episcopal Church, South; and an appropriation is made by the board of \$12,000 a year, which includes the amount received from tuition fees. Much of this money is spent, however, in support of the department of ministerial supply and training, of which the correspondence school is only a part.

Washington.—At the University of Washington the following courses are offered: University grade; advanced, to assist graduates and others in professional or business life; preparatory; vocational. The basis of the fee is \$16 for a course of 32 assignments, or a proportionate charge for any shorter course. The work is chiefly cultural, although a few courses are offered in agricultural engineering and mechanical arts of a vocational nature. About \$5,000, with the receipts from fees, is expended for correspondence study and class work.

Wisconsin.—At the University of Wisconsin 5,375 students were served in the correspondence-study department during the past year. This department has reached students in every State of the Union and extends its activities into foreign countries; 31 instructors give their entire time to the work; 17 give part time to correspondence teaching, and 18 members of the resident faculty give instruction on the fee basis. The fees are \$20 per full five-hour course, with 25 per cent discount for each additional course. The fees for 1912-13 were over \$20,000. Courses offered comprise those of high-school and elementary grades. The group of vocational studies embraces subjects in engineering, industry, and business; 300 single courses are offered in 28 departmental lines; 70 of these are in engineering subjects

Wyoming.—At the University of Wyoming correspondence-study work is essentially just beginning. The figures of 1912-13 represent less than one-third of the work which is done in 1913-14. No one on the instructional force gives entire time to the work. Twelve subjects are offered, mainly cultural. The fee is \$5 a semester, each student being allowed to take more than one subject for this fee. There is no specific appropriation or allotment made for the work, but the fees are paid into the general resources and the expenses are paid from State funds.

CREDIT AND NONCREDIT STUDENTS.

The ratio between credit and noncredit students in extension work is as follows:

At St. Mary's College (California) and at the University of Utah all enrolled in extension courses are supposed to be credit students.

At the University of Arizona, Olivet College, University of Oregon, and the University of Wyoming, nearly all the extension-course students, if not all, are noncredit. At the Pennsylvania State College few are credit students. At the Agricultural and Mechanical College of Texas a certificate of merit is allowed for securing 25 points of credit. Thirty-eight per cent of the winter extension students at Harvard in 1911-12 worked toward the degree of A. A. offered by Radcliffe and Tufts, as well as Harvard. All courses offered by Wellesley are for credit except those in accounting and in commercial organization.

At the University of Pittsburgh the ratio of credit and noncredit students is 1 to 2; at Goshen College and at the University of Montana 1 to 3; at Kansas State Agricultural College and at Washington University 1 to 4; at the Universities of Kansas and of Washington the ratio is 3 to 4; at Brown University, at the University of Minnesota, and at the University of Wisconsin 1 to 7; and at the University of North Dakota 3 to 5. At the University of Oklahoma there are 20 credit to 1 noncredit; at the University of Texas there are 9 credit to 1 noncredit students, and at the University of Indiana there are 10 credit to 1 noncredit. At the University of Chicago more than a majority are credit students.

These figures represent those institutions where extension work is done through regular college classes, extramural or intramural Saturday, late afternoon or night classes, as well as those where correspondence-study courses are given.

At those institutions where the correspondence-study work has had the longest trial, as at Chicago and at Wisconsin, statistics show that the students who take advantage of the opportunities offered by these courses to do a certain portion of the work required for a degree by this method can not be classed among those who are seeking easy methods for gaining credit, but are earnest students who, when in residence at the university, do considerably better work than the average.

Few special texts for correspondence-study teaching have been published, excepting those prepared by the University of Wisconsin. These will be found under the heading Publications.

IV. EXTENSION TEACHING IN RELATION TO ELEMENTARY SCHOOLS AND TEACHERS.

AND CONTINUATION, VOCATIONAL, AND INDUSTRIAL SCHOOLS.

Hawaii.—A short course for teachers is offered by the College of Hawaii, a course of 15 lectures, not only for teachers, but for all interested in the elementary schools. These lectures may be taken for credit.

Indiana.—At Butler College the extension courses are conducted primarily for the benefit of the public-school teachers, and the work is done with the cooperation and hearty approval of the State superintendent and board of education.

Iowa.—Des Moines College offers afternoon and Saturday resident courses for teachers who wish to continue their college courses while teaching.

The extension work at Iowa State College is a part of the continuation, vocational, and industrial education of the State. The college cooperates with factories by means of continuation and trade schools. It cooperates with public schools through boys' and girls' clubs and institutes, with normal schools through institutes and correspondence.

Kansas.—The University of Kansas makes its connection with public schools through debating societies, lantern slides, and lectures.

Kansas State Agricultural College has been influential in the development of the continuation, vocational, and industrial education of the State.

Massachusetts.—Clark University offers lectures to teachers and on child welfare and other subjects. Tests of children are made in the schools. The library of the institution is used by teachers. Institutes and conferences on school matters are held. Various members of the faculty are active on the board of trade in the organization of technical schools.

Harvard cooperates with public schools through consultation.

Michigan.—Michigan School of Mines sends lecturers to public schools.

The University of Michigan lends lantern slides and offers educational lectures.

Olivet College sends lecturers to schools.

Montana.—The University of Montana furnishes lecturers and information to schools, manages debates, and awards prizes.

New Mexico.—The New Mexico College of Agriculture and Mechanic Arts has a membership of 800 in its industrial clubs in the schools. Instructors are sent to speak at normal schools.

New York.—At Columbia University the extension department offers in the buildings of the public schools courses of a collegiate character which count for degrees and may be taken by all qualified students.

North Carolina.—The University of North Carolina sends out lecturers and lends books from its library to the schools.

North Dakota.—The University of North Dakota cooperates by means of lectures and library loans, and adds debate contests to the other work with the public schools.

Ohio.—The University of Cincinnati works with the public schools in various ways—through a college for teachers, through the service of the medical college, the school garden, the work done by the depart-

ment of psychology for defective and retarded children, and in the lines of vocational guidance. It also cooperates with teachers' associations, not only of the city, but also of the country.

Franklin College is this year organizing courses primarily for teachers. Two plans are offered; by the first, a "five-year plan," a teacher during the first and third years may teach for eight months, study in the winter terms at an extension center and in the spring terms at college. According to the "six-year plan" the teacher gives up the first, second, fourth, and fifth years to teaching an eight months' term, studying at the same time at the extension center in the winter terms and at the college in the spring terms.

Oklahoma.—The University of Oklahoma cooperates with public schools by means of lectures, debating, extension-aid bulletins, and classes.

Oregon.—The University of Oregon connects with public schools through lectures, and with normal schools by institute work and assistance to teachers, and with other colleges by means of accredited correspondence courses of instruction.

Pennsylvania.—The University of Pittsburgh cooperates with business houses through an employment bureau. Through its bureau of recommendation it extends its influence to public schools.

At the Pennsylvania State College connection is made with Public schools through divisions of the State department of public instruction. Addresses are made at schools, teachers' institutes, directors' meetings, etc. The State department of public instruction looks to the schools of agriculture, engineering, and home economics of the college for assistance in determining the work. Occasional lectures are given and a few days' teaching at some of the normal schools. The relation of the extension work to the continuation, vocational, and industrial education of the State is almost entirely of an advisory nature.

Texas.—The University of Texas works with the public schools through lectures and with normal schools by affiliation and visitation.

Wisconsin.—The University of Wisconsin maintains a lantern-slide exchange, a moving picture film exchange, and a debating bulletin and package library service, adapted to the use of public schools; supplies itinerant teachers in manual arts and domestic science, whereby small schools are enabled to command advantages usually limited to the larger ones; offers lectures and courses of lectures and commencement addresses; also correspondence courses prepared especially for teachers working for higher-grade certificates.

The continuation, vocational, and industrial education of the State forms an important part of the university extension service. Under the State laws recently enacted other provision is made for the more elementary part of this work, but the extension division cooperates

in supplying teachers in industrial subjects and vocational texts especially adapted to this form of instruction.

Wyoming.—The University of Wyoming sends lecturers to the schools.

V. EXTENSION WORK THROUGH LECTURES.

More or less lecture work is offered in a majority of the institutions which do extension teaching. Several distinct forms appear, sometimes all in the same institution, sometimes one form constituting the entire extension activity at a place.

Probably the smallest, though an extremely important, member of the lecture group, is the lecture class. This method unites in classes persons who desire to pursue a given course of study for the purpose of adding to their knowledge in some specific line. The lectures are often the equivalent of a similar course given at college or university and may or may not carry the opportunity to accumulate credit for a degree. This type of lecture work is discussed under the head of "local classes."

Another type of lecture activity is that by which speakers especially qualified for the work are supplied for commencement or other special occasions from members of the instructional force. The advantage to the school or community is gained from the improved quality of service and the moderate cost.

A third and very large lecture activity is that which offers addresses and entertainments, single or in courses, to large audiences comprising many classes of persons having a wide range of acquirements and tastes. It is conceded that this work may be made a valuable means of community betterment, either in the spread of information or for inspiration or to provide desirable recreation. It is further recognized that the courses offered must be acceptable in order to be useful. Few communities include large numbers of persons who are so earnest or so united in their interests as to be willing to listen to a series of purely informational lectures for information's sake alone. This accounts for a noticeably growing tendency to include musical and other entertainment numbers with lectures in what is termed "lyceum courses." The lectures themselves, as offered by extension departments, are diversified in range, often illustrated, and, without loss of quality, are made as popular as possible. As an example, the practice of Columbia University may be noted: An institute of arts and sciences has recently been organized by this institution to protect the lyceum method of instruction in the department of extension teaching. Numerous lectures, musical recitals, and readings for the benefit of the general public are carried on under the supervision of the university.

Thirty-one answers were received to the questions as to whether or not the lyceum type of lectures is desirable. The following

institutions favor the plan either unqualifiedly or as desirable in their particular instance: College of the City of New York, Indiana University, Iowa State College, Miami University, Michigan School of Mines, New Mexico College of Agriculture and Mechanical Arts, New York University, Ohio University, the Pennsylvania State College, and the universities of Arizona, California, Kansas, Minnesota, Montana, North Dakota, Oklahoma, Texas, Utah, and Wisconsin.

The following universities are in doubt in regard to the advisability of the lyceum type of lectures: Universities of Oregon, Pittsburgh, Washington, and Wyoming. The following institutions are opposed to it: Lehigh University, Reed College, Rutgers College, and the universities of Michigan, Nebraska, and North Carolina.

It is the unanimous opinion that lecture work as a phase of extension activity is increasing in demand throughout the country. At the University of Michigan about 1,000 requests were made last year for the 300 lectures provided. Similar experiences are common.

The University of Chicago does not now organize lecture courses according to the old plan of university extension, but one form of activity survives from that department, namely, what is now known as the university lecture association, which organizes under the direction of the University of Chicago courses of lectures at four central points in Chicago and in three of its immediate suburbs.

At Iowa State Teachers' College there is an extension lecture bureau connected with the teachers' institutes, teachers' meetings, farmers' institutes, and neighborhood meetings, to which a representative is sent when desired to deliver one or more addresses on any special occasion.

All the extension work at the University of Michigan is done through lecture work. This year's extension bulletin of the university contains a list of 309 lectures offered by 106 members of the faculty. A report of each lecture is received and placed on file; in most cases, a double report, one by the member of the faculty delivering the lecture and the other by the chairman of the local committee under whose auspices the lecture is given. The total number of auditors reached throughout the State was 71,500. The lectures were divided into three groups: Educational-inspirational lectures given mainly under the auspices of the high schools of the State to stimulate public sentiment in favor of matters pertaining to schools and to raise educational standards; cultural lectures given under the auspices of special organizations, such as women's clubs, art associations, and musical societies; educational-informational lectures of a semitechnical nature as relating to questions of taxation, municipal affairs, forestry, public health, etc.

During the years 1912-13 it is estimated that about 200,000 persons in Wisconsin were in attendance at lectures and concerts given under direction of the extension division of the State university. This

attendance was distributed as follows: About 63,000 attended the 126 commencement lectures that were given. Perhaps 10,000 attended the 85 single university lectures, and about 125,000 the 156 courses given during the year.

The 209 courses now offered are made up of two-fifths concerts, two-fifths lectures, and one-fifth other forms of entertainment. About one-fourth of the contributors to the courses are drawn from the university faculty. Great care is exercised to secure only such lectures and entertainments as will give a service of merit both educationally and artistically. By this arrangement small communities now secure courses formerly not within their reach.

The district organization of the State of Wisconsin admits of the placing of lectures and courses by field agents who are acquainted with the needs and requirements of the people to be served. In other States there is a great diversity of practice with respect to this point, the usage varying with the kind and degree of organization of the extension work.

There is also great variation in the distribution of the expenses of this work. At the following institutions lectures and courses are free: Universities of Arizona, California (approximately), Michigan, Washington University, Missouri (approximately), Rutgers College, New Jersey, Cincinnati, Ohio, University of Oregon, Reed College, Oregon, and Emory and Henry College, Virginia.

At the following institutions the work is free, except for the traveling expenses: Michigan School of Mines, University of Oklahoma, Pennsylvania State College (occasionally a fee is charged), and University of Wyoming.

The following institutions bear the overhead charges, but the community pays fees and traveling expenses: Universities of Colorado, Kansas, Minnesota, North Carolina, and Washington. The University of Montana charges the community the cost of entertainment also. Fifteen per cent of the cost is paid by the University of North Dakota.

No definite regulation is observed by the universities of Nebraska and Pittsburgh.

The University of Wisconsin offers lectures under several conditions: Free lectures for community problems or welfare; educational-inspirational lectures by the faculty of the university, free except lecturer's fee. For educational and entertainment numbers and courses by persons or troupes not belonging to the university staff, the community pays all but overhead expenses.

The policy of the following institutions is to make the work self-supporting: Butler College, Ind.; University of Indiana; Olivet College, Mich.; Rutgers College, N. J.; New York University (all work for credit); College of the City of New York; Miami College, Ohio; Ohio University; University of Texas; University of Utah.

Summary of extension work through lectures.

Institutions.	Number of lectures.	Fees to lecturers.	Charge to communities.	Total expense.	Income.	Total attendance.
Arizona, University of California, University of	5 courses not for credit; 118 single lecture engagements	\$20 to \$35. \$10 for each lecture of series; \$25 for single lectures.	None. \$25 for single lectures; \$125 for course of 6 lectures; \$250 for course of 12 lectures (always plus local expenses for travel and other expenses for course of 6 lectures).	About \$1,500.	None.	About 20,000.
Colorado, University of		\$15, plus expenses; for single lectures; \$75, plus expenses, for course of 6 lectures.	From nothing to \$25 and expenses.			
Indiana: University of Indiana	1 course for university credit; 2 courses not for credit; no estimate of single lectures.	Up to \$25 and expenses.				
Butler College	8 courses for university credit.	Various.				
Kansas, University of		Up to \$25 (generally \$10 and expenses).	\$10 and expenses.	\$1,975 (\$1,777.50 for lectures; \$197.50 for administration).	\$1,975.	200 (185 for credit; 5 for 1/2 credit).
Michigan: University of Michigan Michigan School of Mines Olivet College	320 Probably 100 single lectures. 20 courses for credit; 93 single lecture engagements.	\$20 and expenses. \$25 to \$200. \$10 to \$25, plus expenses.	None. \$10 to \$50 cost.	\$10,000. \$911.55.	None. \$477.	71,500. 2,900.
Missouri—Washington University Montana, University of	1 course not for credit; 10 single lectures.	In 1912, none; in 1913, \$10.	\$1 individual charge for art course; others free. In 1912, community furnished hall and entertainment; in 1913, \$10 a lecture, hall and entertainment. Depends on conditions.	\$204.	\$78 from art course.	1016
Nebraska, University of New Jersey—Rutgers College New York: College of city of New York University of New York	37 courses given for university credit. 22 courses not for credit; no estimate of single lectures. 24 lecture courses given for university credit.	\$10 to \$35 and expenses. Various. \$5 to \$1,000. \$200 to \$400 for 30 hours.	Various; "Community declines."	\$6,000. None. \$500.	\$6,000. No record.	546.
North Carolina, University of North Dakota, University of	2 courses not for credit; 132 single lectures.	\$12.50 and expenses. \$5 and expenses.	\$12.50 and expenses. \$12.50.	\$1,900.	About \$1,000.	17,820.

State	University	180 lectures in external courses.	Persons not regular students are admitted to courses by payment of fee of \$1 for a	Persons not regular students are admitted to courses by payment of fee of \$1 for a	Persons not regular students are admitted to courses by payment of fee of \$1 for a	Persons not regular students are admitted to courses by payment of fee of \$1 for a
Ohio	University of Cincinnati	180 lectures in external courses.	Usually \$10 and expenses.			
	Miami University	3 courses not for credit; about 40 single lectures.	The registration fee.	Expenses	Expenses	Expenses
	University of Ohio	About 40.	None.	None, except possibly entertainment of lecturer.	None, except possibly entertainment of lecturer.	None, except possibly entertainment of lecturer.
	Oklahoma, University of	10 courses for university credit; 4 courses not for credit; about 90 single lecture engagements.	None.	None.	None.	None.
	Reed College	About 50 lectures.	Up to \$50 and traveling expenses.	From traveling expenses of the lecturers to fees.	From traveling expenses of the lecturers to fees.	From traveling expenses of the lecturers to fees.
Pennsylvania	Lafayette University	About 200 single lectures.	Various.	Various.	Various.	Various.
	Pennsylvania State College	About 200 single lectures.	Up to \$50.	None.	None.	None.
	University of Pittsburgh	53 lecture courses for credit; single lectures not estimated.	\$25.	\$25 and traveling expenses.	\$25 and traveling expenses.	\$25 and traveling expenses.
Texas	University of	2 lecture courses for credit; 1 lecture course not for credit; about 10 single lectures.	Usually \$10.	Lecturer's fee and traveling expenses.	Lecturer's fee and traveling expenses.	Lecturer's fee and traveling expenses.
Utah	University of	1 course for credit; 15 single lectures for credit; 93 single lectures not for credit; about 50 single lectures.	Usually \$20 and expenses; for \$25 range from nothing to \$25.	Average \$30 for lecturers.	Average \$30 for lecturers.	Average \$30 for lecturers.
	Washington, University of	3 courses not for credit; about 50 single lectures.	Up to \$25 and expenses.	Often just expenses.	Often just expenses.	Often just expenses.
Wisconsin	University of					
Wyoming	University of					

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VI. LOCAL CLASSES.

In almost every instance class instruction is separate from correspondence-study instruction. At the University of Oregon, the work is not wholly separate; at Olivet College (Mich.), the Pennsylvania State College and the Universities of Washington and Wisconsin, it is carried on both separately and in combination. In many cases local classes are conducted as regular college classes and are taught by the members of the resident faculty. Often these classes are held on Saturday, or late in the afternoon, to accommodate students who are employed in such a way as to prevent attendance at the regular college classes. Instruction is by volunteer faculty service, by men engaged especially for this work, and by local men who are experts in some particular line.

Illinois.—The class instruction department of the University of Chicago has developed into what is now known as the University College. Under the direction of this department, classes are organized down town mainly for teachers of the public schools who wish to pursue university subjects and to receive university credit, but who can not come to the daily classes at the university. A recitation hour at the university college continues through two 60-minute periods, and 24 such double periods obviously involve 48 hours of class work, constituting the equivalent of a "major" course in the university. Over one thousand registrations have been recorded in the university college this fall.

New York.—Extramural credit and noncredit courses are given by Columbia at various centers, notably, Brooklyn, Buffalo, Newark, Trenton, and Elmhurst, Long Island. Courses will be established this coming year in Jersey City and Paterson. In Newark and in Brooklyn the department rents separate buildings for these classes. In the other cities, public-school buildings are at the service of the extension department. The following classes are held:

- (1) Evening classes in architecture, which cover more than two years of the four years required in the school of architecture.
- (2) A carefully coordinated series of courses for the student of commerce, accounts, and finance. These are given in the evening.
- (3) A series of courses intended to equip students for the position of executive secretary.
- (4) A two years' course in practical optics in cooperation with the department of physics.
- (5) Courses in agriculture.
- (6) A large number of subjects offered in the late afternoons, in the evenings, and on Saturdays at the university. These courses cover at least two years of Columbia College and one year of the schools of mines, engineering, and chemistry.

(7) Extramural credit and noncredit courses at various centers.

(8) A large and efficient chorus, devoted to the study of choral music of the highest character, is maintained by the organization of local choruses in Yonkers, Brooklyn, and at Morningside Heights. Impressive concerts are given in the winter and in the spring.

(9) An institute of arts and sciences has recently been organized to promote the lyceum method of instruction in this department. Numerous lectures, musical recitals, and readings for the benefit of the general public will be carried on under the supervision of the university.

At New York University the courses offered are the full equivalent of those given in residence and are credited by the university toward the appropriate degrees. The courses in the main are divided into three groups: (1) Collegiate courses, (2) commercial courses, (3) and pedagogical courses. Classes are conducted in New York and in neighboring cities, and the instructors are paid from the fees of the students in the several centers.

Ohio.—Perhaps the line of work done at the University of Cincinnati which most nearly resembles extension work is what is called "external classes." These classes are held by regular professors of the university in the late afternoons in the various branches of the library and in schoolhouses in Cincinnati and vicinity. The work is of regular college grade; frequently the lectures given in the college are repeated at the branches. Credit may be obtained for the work done if the regular examinations are passed, but a special class of students is admitted, called "auditors," who pay \$5 a year and are not required to attend nor to take the examinations. The university also conducts evening classes in academic work. Regular courses are given like those given in the mornings at the university—mostly freshmen and sophomore work in subjects which are desired by older people. Students are admitted to these courses on exactly the same conditions as to the regular college courses, though many special students are received in the classes. Special students are encouraged to take their work in the evening as much as possible. The students in the evening classes are generally mature people who work in the city. There were some 560 last year. The college of commerce also holds its classes in the evening. It was taken over by the university after it had been conducted for a number of years under the direction of the professor of economics of the university. With the development of these evening classes and the school of commerce, it is expected that the work of the university will be gradually extended until there will be university classes from 8.30 in the morning until 9.30 at night.

Wisconsin.—Local class work in Wisconsin is carried on through the various local centers. A steady increase is shown year by year in the demand for a method of class instruction somewhat after the

plan of the original university extension. These courses are offered for credit or noncredit. The instructor, usually a specialist in some technical subject, meets his classes frequently, text study or a corresponding feature being combined with lectures or consultation. No prerequisite or examination is exacted other than preparation and ability to do the work, except for university credit or a certificate. During the past year 85 classes have been conducted in 29 cities, with an enrollment of 1,493.

Instructors also met 509 pupils in continuation schools throughout the State. These classes were regular continuation classes of local day or night schools and used correspondence-study texts. There were 13 such classes.

LOCAL CLASSES IN ENGINEERING.

One of the most noticeable developments in the establishment of local classes throughout the country has been that in connection with engineering work. Classes have been formed in shops and factories, and short courses offered at a number of colleges and universities.

Iowa.—Iowa State College began work this fall, and has already achieved excellent results. A painter's short course, probably the first to be organized in the country, has an enrollment of 60 men. A short course at Ames and a two years' course also held at the college have started with satisfactory enrollment. Classes are being held at Cedar Rapids, and others are being organized at Marshalltown, Mason City, Charles City, and Waterloo. Three men give their entire time to the extension work in engineering.

Pennsylvania.—The Pennsylvania State College has entered upon a systematic campaign of extending industrial education in cooperation with the Central Y. M. C. A. of Philadelphia. The college provides the lessons and the Y. M. C. A. secures an instructor who meets the group under his guidance weekly. These classes are held not only in Philadelphia, but in other cities throughout the State.

Kansas.—The engineering work at the University of Kansas, handled directly by the school of engineering, has received a great impetus through the action of the Atchison, Topeka & Santa Fe Railway in requiring members of their engineering staff to secure degrees in engineering as a condition of promotion. The officials of the road have agreed to hold the men who enroll with the University of Kansas for extension work.

Wisconsin.—At the University of Wisconsin. There is a corps of 18 instructors and professors devoting their entire time to engineering extension work. Of these, 11 are located at the university, conducting correspondence courses and preparing original texts, while the other 7 are located in the various industrial centers of the

State. Each of these men has a certain district which he covers at regular intervals, giving personal assistance or conducting classes in the engineering subjects. In the past five years about 6,500 students have received instruction in technical courses. Wherever possible, the students are organized into classes to secure the stimulus of class rivalry. Many of the classes have been in the shops, where employers have fitted up classrooms and have given the men time from their regular work for the class meetings. In other cases the classes have met at any convenient center, such as the public school or library building. In six cities the extension division has its own headquarters with offices and classrooms where many of the classes meet.

Engineering classes which are doing notable work are held also by the Universities of Colorado, Minnesota, and Oregon, and by Montana State College.

Summary of local classes.

Institutions.	Enrollment.	Description.
1. University of Arkansas.....		Residence short courses in engineering are offered.
2. University of California.....	809	Since July, 1913, 23 classes formed; chiefly education and business courses, taught by volunteer faculty service.
3. University of Colorado.....		Instruction given by university faculty or accredited local instructor; classes conducted in engineering and lectures given for stationary engineers in Denver.
4. Butler College (Ind.).....	200	Regular class lectures and recitations.
5. Earlham College (Ind.).....	22	Chiefly lecture work among teachers; 2 courses are offered; the course is 20 weeks, 14 hours each week.
6. Des Moines College (Iowa).....		Afternoon and Saturday resident divisions.
7. Iowa State College.....	107	Painters' short course; engineering short course at Ames; 2-year vocational course at Ames. All organized this year.
8. Iowa State Teachers College.....		Educational centers are maintained within a reasonable range of Cedar Falls, where the teachers of the vicinity are assembled Saturdays to receive instruction in at least 3 hours of work from some member of the faculty, who is sent to meet and manage the center.
9. University of Kansas.....		Grouped vocational studies are offered to shop men, miners, and carpenters; work handled by regular staff.
10. University of Kentucky.....		School for apprentices in engineering subjects; conducted under auspices of university in shops of Queen & Crescent Railway. Day classes with attendance required.
11. Harvard University.....	906	Regular college class work; instructors from Harvard and neighboring institutions.
12. University of Minnesota.....	737	Taught by university faculty, members of extension staff, and teachers engaged from outside; conducted principally in Minneapolis, St. Paul, and Duluth.
13. University of Missouri.....	400	Extension lecture centers in various parts of State. Courses are offered in education, engineering, Greek, English, German, mathematics, music, theory and practice of art, and sociology.
14. Montana State College.....		Evening classes and lectures held at several railway shops. Work formerly done at the University of Montana, now moved to State College.
15. University of Nebraska.....		Taught by university faculty or local instructors; superintended by the department students in engineering subjects; drawing and electricity at Omaha Y. M. C. A. Saturday and evening courses are held at the college and at various centers; these are financed from fees, and the instruction comes from the college faculty.
17. Adolph College (N. Y.).....	650	Regular classes with all requirements of college work; no class meets less than 30 sessions of 1 hour each; all work taken for credit.

Summary of local classes—Continued.

Institutions.	Enrollment.	Description.
18. College of the City of New York.....	2,250	Lecture and discussion classes given by resident instructors.
19. Columbia University (N. Y.).....	2,016	Lectures and recitations conducted as regular academic exercises.
20. New York University.....	1,296 1,087	All courses equivalent to those given in other divisions; college faculty, as assigned, conduct the classes; instructors are paid from fees of students in the several centers.
21. North Carolina Agricultural College.....		Textile department has been conducting night school for mill operatives, at which there has been a very satisfactory attendance.
22. University of Cincinnati (Ohio).....	535	Liberal arts faculty of university are instructors of evening academic courses; university methods and standards are maintained.
23. Franklin College (Ohio).....		Class work started 1913-14.
24. Ohio University.....	81	Faculty members sent out to conduct classes at various centers; same grade of work as in university classes.
25. University of Oklahoma.....		University pays local teachers and also gives additional remuneration to university teachers.
26. University of Oregon.....		University instructors in charge of lectures and regular classes; university building used for classes; several classes in engineering subjects organized in Portland.
27. Lehigh University (Pa.).....	10	Members of faculty offer services; receipts go to department concerned; instruction corresponds to that given in regular college classes.
28. The Pennsylvania State College.....		A few such classes have been started, chiefly in manufacturing plants; a local leader is chosen and some one from the college meets the class occasionally, or teachers are detailed from the faculty by semesters.
29. University of Pittsburgh (Pa.).....		Chiefly classes in manufacturing plants; local leaders chosen; some one from college meets with class occasionally, or teachers are detailed from faculty by semesters.
30. Brown University (R. I.).....	350	Only lecture courses similar to those given to regular students are offered.
31. University of Tennessee.....		Offers a short course in highway engineering.
32. University of Utah.....	300	Same instruction as that offered in the university; taught by university instructors.
33. University of Washington.....	218	Lecture and laboratory courses given on Saturday, primarily for teachers; others also enroll.
34. University of Wisconsin.....	2,002	Provides instruction through (a) regular resident and traveling instructors, (b) specially appointed local instructors, (c) resident instructors sent out; 1,493 of the students enrolled are regularly registered as correspondence-study students; 509 are taught in State vocational schools by university teachers using extension texts.
35. University of Wyoming.....		Offers to conduct local classes, providing instruction by local instructors or by sending out resident instructors at scheduled times.

¹ Intramural.

² Extramural.

VII. DEPARTMENTS OF DEBATING AND PUBLIC DISCUSSION.

PACKAGE LIBRARIES.

Departments of debating and public discussion have been organized in 21 institutions. More than half of these prepare and distribute package libraries. The work in many cases is concerned with establishing and conducting debating leagues among the high schools of the State.

University of California.—From the beginning of its work, in July, 1913, until December 31, 1913, the bureau of public discussion of the University of California served 132 communities and 205 individuals;

214 bibliographies and 97 briefs were sent out; the number of miscellaneous services amounted to 53. Women's clubs, high schools, parent-teacher associations, and clubs were served, and four classes organized for study. A discussion center was organized, and four lecture courses were placed.

College of Hawaii.—At the College of Hawaii traveling libraries were organized in November, 1911, with the cooperation of the department of public instruction. The library circuits cover the large rural communities, and the material in the libraries is largely agricultural. A library remains in a region a month or longer, the school principal lending books to teachers, pupils, and others. Each library consists of about 25 books. The department of public instruction pays transportation charges. It is estimated that 400 traveling libraries, about 50 packages to individuals, and about 250 letters of information were sent out during 1912-13; 14 localities utilized the packages.

Indiana University.—At the Indiana University assistance was given to six high schools. Bibliographies and study-club outlines are prepared by the department.

University of Kansas.—The department of the University of Kansas is known as the Kansas high school debating league. The league is practically self-supporting. The following bulletins have been issued in the debating series: (1) Training for debating, May, 1910; announcements of the Kansas high school debating league for 1910-11; (2) for 1911-12; (3) for 1912-13; and a bulletin on The Recall, and announcements of the Kansas high school debating league for 1913-14. The department prepares bibliographies and study outlines, and publications are granted free to persons outside the State, as well as to citizens of the State.

The University of Kansas has sent out since the organization of this department 4,737 package libraries and 2,369 packages. From January 1 to June 1, 1913, it sent out 2,368 packages. These packages contained clippings, magazine articles, and Government pamphlets. The material was sent into all but four counties of the State. The borrower is supposed to pay the postage both ways.

Ottawa University (Kansas).—The extension work done at Ottawa University is centered in the department of debating and discussion. One person is employed and about 50 high schools are served. The department expends \$50 for books and periodicals. Publications are granted free of charge to citizens of the State and to persons outside. In connection with its department of debating and public discussion, the University of Ottawa prepared package libraries consisting of books and pamphlets bearing on a given question for debate; 50 packages were sent out during the last year, on 20 different subjects. Transportation is paid one way and packages are lent outside of the State.

University of Minnesota.—The department of the University of Minnesota is "not separate." Two persons are employed part time, and the cost of the department is \$550. Annual bulletins are issued. The titles of those published up to date are: Annual Bulletin of High School Debating Leagues, and Debate and Public Discussion.

Mississippi, Ohio, and New Jersey.—Mississippi Agricultural and Mechanical College, Ohio University, and Rutgers College each employ two persons in their respective departments. At Mississippi Agricultural and Mechanical College the department prepares bibliographies and study outlines. Publications are supplied free of charge both to the citizens of the State and to persons outside. The annual cost of the department at Ohio University is \$2,600.

University of North Carolina.—The work at the University of North Carolina is proving to be the most helpful phase of extension work of the university. One person is employed in the department, the expense of which is \$750, apportioned as follows: \$250 for books and periodicals and \$500 for office force. Two bulletins are issued yearly. Bibliographies and study outlines are prepared and publications are sent to the citizens of the State, who must pay transportation. The University of North Carolina sent out 263 packages on 150 subjects, and 300 letters of information. The packages contained books, periodicals, and pamphlets, and the borrowers paid the postage both ways.

North Dakota Agricultural College.—At North Dakota Agricultural College the department of debating and public discussion employs one assistant and several student assistants; 450 package libraries were sent to people in the State, containing 10,000 articles; 170 communities were served by the department.

University of Oklahoma.—The University of Oklahoma has a department of debating and public discussion which employs four persons. The annual cost of the department is \$3,500, of which \$100 is apportioned for books and periodicals. The department issues 10 bulletins a year. The titles of those published to date are: The Income Tax, and The Initiative and Referendum. Bibliographies and study outlines are prepared. Publications are furnished free to the citizens of the State.

University of Oregon.—One instructor is employed in the University of Oregon, which issues annual bulletins. The title of the bulletin is Oregon High School Debating League. Bibliographies and study club outlines are prepared, and publications are supplied free. Nearly all the package library work of the University of Oregon is done through the Oregon library commission at Salem. The university occasionally furnishes correspondence students with reference books, and sends out reference books to accompany study outlines.

University of Texas.—The estimated annual cost of the department of debating and public discussion at the University of Texas is \$5,350. The department issues bulletins, prepares bibliographies and study outlines, and supplies publications free of charge within the State. The Debating and Declamation League of Texas Schools has been organized, and it is the hope of the division to assist in developing the school as a social center through which the community may become better informed.

University of Utah.—The University of Utah has a department of debating and public discussion which issues yearly bulletins and prepares bibliographies and package libraries, 22 packages being sent out last year to organizations and 3 to individuals. Packages are lent outside of the State.

University of Washington.—The department at the University of Washington employs two persons and expends \$2,700, of which \$1,920 goes for the office force and \$150 for books and periodicals. The following bulletins have been published: State Roads, Recall of Judges, Single Tax, and Manual of Debaters. The department prepares bibliographies and study outlines and supplies citizens of the State with its publications free of charge. The University of Washington extension division sends out package libraries in connection with the University library. About 150 packages were sent out on 12 subjects, and 100 high schools were aided with about 1,700 articles.

University of Wisconsin.—At the University of Wisconsin eight persons are employed in the department of debating and public discussion. Bulletins are issued, bibliographies and study outlines are prepared, and publications are supplied gratis in the State. To persons outside the State publications are sent at about cost. The department has about 310 volumes in its library and has a clearing house for periodical literature. Besides the large number of magazines and other periodicals which it regularly receives, it has free access to the legislative reference department, the State historical library, the university library, and the city library. The Wisconsin free library commission and those in charge of the different libraries cooperate generously in this work. A list of the bulletins published by the department will be found under the title "Publications."

During the year 1912-13, 2,829 package libraries were lent, upon 1,030 different subjects. These went to 347 different localities. The package libraries are made up of books, pamphlets, newspapers and magazine clippings. Each library averages about 40 articles; 10,390 package libraries have been sent out by the department since it was organized in 1907.

Societies and institutions to which package libraries were loaned by the University of Wisconsin.

(July 1, 1912, to June 30, 1913.)

	Num-ber.	Pack-ages.		Num-ber.	Pack-ages.
I. Societies.			II. Educational institutions.		
1. Am. Soc. of Equity.....	1	1	1. Academies, colleges.....	21	184
2. Authors' clubs.....	1	3	2. County agric. and normal.....	116	56
3. Beavers.....	9	9	3. High schools.....	244	1,457
4. Boys' clubs.....	2	2	4. Normal schools.....	7	56
5. Boy Scouts.....	2	0	5. Elementary schools.....	7	15
6. Camp Fire Girls.....	1	1	6. Rural schools.....	8	16
7. C. O. Odd Fellows.....	3	3	7. State graded schools.....	31	66
8. Churches.....	16	24	8. University of Wisconsin.....	1	20
9. Coop. organizations.....	1	2	9. Miscellaneous:		
10. Daughters American Revolution.....	4	4	a. Catholic School.....	1	1
11. Epworth Leagues.....	3	4	b. Deaf School.....	1	2
12. Grand Army Republic.....	1	1	c. Hillside Home.....	1	4
13. Girls' clubs.....	3	5	d. Wis. Library School.....	1	2
14. Knights of Columbus.....	3	3	e. Military Trade School.....	1	1
15. Knights Templars.....	1	1	f. Stout Institute.....	1	11
16. Men's clubs.....	37	65	Total.....	340	1,903
17. Missionary societies.....	4	4	III. Miscellaneous.		
18. M. W. I. C.....	1	1	1. Articles for publication.....	8	28
19. Mothers' clubs.....	2	2	2. Business.....	4	6
20. Parents' association.....	1	1	3. Correspondence study.....	18	48
21. Prohibition club.....	1	1	4. Officials.....	17	24
22. Rural schools.....	39	71	5. Personal information.....	25	40
23. Sunday clubs.....	1	4	6. Public addresses.....	21	36
24. Social centers.....	25	51	Total.....	93	182
25. Suffrage associations.....	4	6	Summary.		
26. Teachers' organizations.....	23	27	I. Societies.....	305	736
27. Temperance organizations.....	1	1	II. Educational institutions.....	340	1,903
28. Women's clubs.....	103	405	III. Miscellaneous.....	93	182
29. W. C. T. Unions.....	4	5	Total.....		2,821
30. Working girls' clubs.....	1	1	No returns.....	6	8
31. Y. M. C. Association.....	1	4	IV. Libraries.....		
32. Y. M. Sodality League.....	1	1		93	177
33. Y. P. Association.....	1	1			
34. Y. P. Baptist Union.....	1	1			
35. Y. P. Christian Union.....	1	1			
36. Y. P. S. C.....	1	1			
37. Y. P. Union.....	1	3			
Total.....	305	736			

† Ten packages borrowed in Wisconsin, but used in other States.

Summary.

I. Number of package libraries lent.....	2,829
II. Subjects upon which libraries were lent.....	1,030
III. Localities where libraries were lent.....	347
IV. Inquiries answered by letters.....	1,112

Subjects on which the greatest number of package libraries were lent.

Subjects.	1912-13	1911-12
1. Woman suffrage.....	132	215
2. Wisconsin (educational, governmental, historical, industrial, legislative).....	127	84
3. Income tax.....	124	104
4. Immigration.....	78	65
5. Tariff.....	61	33
6. Schools as social centers.....	49	36
7. Commission government.....	48	103
8. Election of Senators.....	45	35
9. Conservation.....	42	44
10. Civic improvement.....	39	33
11. Government ownership of railroads.....	38	26
12. Parcel post.....	37	57
13. Panama Canal.....	36	32
14. Tuberculosis.....	28	11
15. Home economics.....	26	22
16. Adams, Jane.....	25	18
17. Increase of Navy.....	24	14

Subjects on which the greatest number of package libraries were lent—Continued.

Subjects.	1912-13	1911-12
18. Trusts and corporations.....	23	43
19. Industrial education.....	21	19
20. Prison reform.....	21	15
21. Recall.....	20	31
22. Child labor.....	19	22
23. Philippine independence.....	18	6
24. Capital punishment.....	17	29
25. International peace.....	17	17
26. Minimum wage.....	17
27. Playgrounds.....	17	16
28. Single six-year term for President.....	16	1
29. Municipal ownership.....	15	26
30. Aerial navigation.....	15	12
31. Negro problem.....	15	7
32. Recall of judges.....	15	42
33. Socialism.....	15	10
34. Women's club programs.....	14	1
35. Rural schools.....	13	22
36. Helen Keller.....	13	6
37. Single tax.....	13	-9
38. Bird protection.....	13	5
39. Modern education.....	13	5
40. Boy Scouts.....	12	13
41. Domestic science in schools.....	12	10
42. Juvenile courts.....	12	13
43. English history.....	12	2
44. Panama Canal fortification.....	12	5
45. Thomas Edison.....	11	2
46. Panama Canal tolls.....	11	2
47. Open-air schools.....	10	9
48. Motion pictures.....	10	3
49. Luther Burbank.....	10	5
50. Sane Fourth.....	9	3
51. Initiative and referendum.....	34	66

VIII. GENERAL WELFARE WORK.

General welfare work is so varied in character and is carried on by different colleges and universities in such number and variety of ways that classification is difficult. Various phases of the work—as the work for municipalities, civic and social center development, health instruction, and child welfare—are grouped here and discussed as a whole in connection with each institution, regardless of whether or not they are under one general management. In actual work, it is important that each phase of welfare activity should have its own organization and head, and that the various suborganizations should be responsible to the head of the main department. In this way, the union of forces so necessary in welfare campaigns may be assured, and possibilities of a duplication of work may be lessened.

In general it may be said that the welfare work of university extension is based upon the theory that there is a large field of human interests, specifically social in their nature, which is not covered by any other public educational agency. Such interests are those of health, municipal affairs, a public forum under the control of the public and supported by public taxes, the music interests of a community, the promotion of the economic prosperity of the small town which can not hire a professional expert in development and otherwise "hath no helper." Many other topics might be mentioned, but these are typical and are the more easily organized and directed.

Arizona.—Lectures on civic adornment are given at the University of Arizona, and a public health campaign has been started.

California.—The University of California has issued a bulletin making preliminary announcement of the bureau of municipal reference, with a secretary in charge, which is to place at the disposal of the cities of the State every resource of the university which may be of aid in raising their standard of government. A municipal reference library is being collected. Experts on municipal matters will consult with city officials through the offices of this bureau.

Colorado.—At the University of Colorado there is a municipal reference bureau, not yet fully organized, but prepared to answer inquiries on problems of local government and to make investigations and reports upon specific subjects. The university publishes bulletins on municipal subjects, drafts, ordinances and regulations, cooperates with public officials, and offers instruction and assistance on public health problems. Lecturers on civic subjects are sent out, and a State municipal conference will be held. Although there is no bureau of social center development, this work is undertaken through bulletins, consultations by mail, and field service. No legal provision has been made for the use of the public school buildings for free discussion of public questions. A course is given in playground or recreation development, and crusades or campaigns in the interest of public health are promoted.

Indiana.—Indiana University responds to any inquiries concerning matters relating to food, hygiene, and sanitation, to discoveries affecting the prevention and cure of diseases, to economic, political, and social questions, to problems of general and special education, to conservation of resources, highways, municipal problems, civic improvement, and to music and art. The university has a municipal reference bureau which is conducted in connection with the State legislative and administrative reference bureau. Material is gathered on municipal and State questions; Government reports, charters, and other city government matter are collected. Inquiries from public officials and other citizens are answered, and the bureau is prepared to draft ordinances. Lecturers on civic subjects are sent out, and courses of instruction for city officials on municipal government are offered. In cooperation with the State library, provision is to be made for the establishment of a municipal reference library for the use of all the citizens of the State, but especially of municipal officials.

Iowa.—Iowa State College prepares exhibits on health and other subjects, conducts community institutes for the purpose of discussing animal health topics and regulation of city milk supply, conducts baby health contests, and organizes boys' and girls' clubs for study and recreation. Localities pay the traveling expenses of those

conducting the institutes. Through juvenile club and garden work, and home economics for women, the college assists in town and city betterment. Work is done along the line of social-center development. Bulletins are issued, consultation is offered by mail, and field service for investigation and conference is furnished. There is a special course offered in community organization, and a special instructor is sent to visit localities and help organize social-center work. Suggestions and programs for the general use of civic holidays and festival celebrations are furnished, and in some cases, speakers. Special campaigns are conducted on such subjects as tuberculosis, sanitary milk, animal diseases, and insect pests. It is permissible to use the public schoolhouses for free public discussion. The college has a municipal reference bureau in process of development, which is planning to fulfill the various activities of such an organization.

Kansas.—The work of the municipal reference bureau is considered the most helpful phase of extension work at the university of Kansas. The head of the municipal reference bureau is the secretary treasurer of the League of Kansas Municipalities, which is composed of 85 of the cities and towns of Kansas. The bureau gathers information necessary to answer questions on municipal matters, make special investigations and reports, draft ordinances, and send out experts for advice and consultation. Lectures are offered on civic subjects, and a course on municipal government. Bulletins are issued and distributed. A bureau of social-center development has been established. The work is carried on through the departments of public speaking and political science. Legal provision has been made for the use of public schools for free public discussion.

Massachusetts.—Although Clark University, at Worcester, has no organized extension courses, it does extensive welfare work. Subnormal children not only from the Worcester schools, but also from a distance, are tested, and practical suggestions are made for their regimen and education. Hundreds of letters in regard to individual children are answered yearly. Nearly everything in the pedagogical museum, the content of which is valued at about \$12,000, is freely lent to local teachers. A score of very specific researches into local social conditions have been made. An information department on child-welfare institutions where knowledge may be gained of over 100 types of these institutions is maintained at considerable expense. The university also participates in exhibits and organizes conferences, open to the public, at which the best possible experts are brought together. Very successful campaigns against flies and mosquitoes, and others of similar order, have been conducted during successive summers. Campaigns for the conserva-

tion of toads and the improvement of vacant lots have met with much favor, enlisting the school children, from the lower grades up through the high school.

Michigan.—The University of Michigan through the municipal and sanitary work of the engineering and medical departments assists in civic betterment. The university offers instruction and prepares exhibits on health and other municipal subjects, offers consultation by mail, issues bulletins, furnishes field service for investigations and conferences, and conducts public-health campaigns.

Olivet College assists in public-welfare work by the promotion of interest in such questions as water, milk, pure food, sewage, public health, and child study.

Minnesota.—At the University of Minnesota the municipal reference bureau is in the process of organization. Charters, ordinances, and reports are collected, questions answered; there is cooperation with public officials, and experts and lecturers on civic questions are sent out. Connection is made and assistance given to municipalities through a league of municipalities. Although there is no bureau of social-center development, a person is employed as adviser to assist in this work; bulletins are issued, consultation offered through correspondence, and field service is furnished.

Mississippi.—Mississippi Agricultural and Mechanical College prepares exhibits at fairs on health and kindred subjects, conducts community institutes dealing with the regulation of water and milk supply, and with the disposal of sewage, and contributes to campaigns in the interest of public health.

Missouri.—The directors of the school of social economy and the head worker of the social-service department connected with Washington University Hospital perform the social-welfare work of that institution. Instruction and assistance are given in public-health problems, and exhibits are prepared.

New Jersey.—Rutgers College offers instruction, assistance, and campaigns in the interest of public health, and also plans and suggestions for playground equipment. Provision has been made by legislative enactment for the use of public-school buildings for public discussion.

North Dakota.—The University of North Dakota has two public-health exhibits. Public-health and social-welfare institutes are held at a cost of \$175 for a two-day institute. Assistance is given to cities and towns through bulletins, advice, field service, and through a course in playground or recreation leadership.

Ohio.—At Ohio University the work of the bureau of social-center development is in the hands of a faculty committee, and lectures are given by faculty members under the auspices of the Men and Reli-

gion Forward Movement. Field service is furnished for investigation and conferences. Legal enactment provides for the use of public-school buildings for free public discussion. Special campaigns are conducted in the interest of public health.

Public-welfare work done by the University of Cincinnati is very extensive. Every department and school of the university exists for the purpose of serving the people of the city and community, as well as for the intramural service to resident students. The department of social science is in close touch with the various charity organizations, settlements, etc., of the city, and has organized a council of charities, intended to be a sort of clearing house, and also conducts a "confidential exchange." An antituberculosis league devotes its energies not only to relief but also to prevention, under supervision of the faculty of the medical college, which also serves in the hospitals and cooperates with the health board, the students doing much of its laboratory work; also employs clinical instructors, who carry on a number of public dispensaries, which treat some 20,000 cases a year. Various branch clinics are held in different parts of the city, where milk is dispensed, and physicians and nurses instruct mothers how to feed and care for their children. A fund has been raised for free ice and for pure milk at a minimum price. On the university grounds is a model home garden, and instructors are employed jointly by the board of education and the university to instruct teachers to supervise school gardens in connection with schools and children's gardens in vacant lots. About one hundred teachers are at work in this way. A school garden fair is held at the university.

The department of psychology conducts a laboratory for the investigation of defective and retarded children discovered in the public schools. A special school for defectives and another for retarded or over-age children have been established as results of this work. The professor of psychology has laid plans for a psychological, educational, physical, and economic study of the children applying at the superintendent's office for permission to leave school and go to work. The teachers' college cooperates with a kindergarten training school and its department of household economics. The department of physical education does cooperative work with similar departments in the public schools and gives assistance in the development of playgrounds and playground instruction, organizing school contests held upon the university athletic field. The department of political science has rooms in City Hall, beside the city council, for a municipal reference library, which receives an appropriation of \$5,000 and does the usual work of such a library. Two persons in charge give entire time to this work. Professors and instructors in the political science department and the advanced

or graduate students do a great deal of the work. While not connected with the university, the legislative reference bureau of the State of Ohio was organized under its auspices. A university professor was called to Columbus to organize this bureau and still has the direction of it.

At Miami University the social-welfare work is undertaken in connection with the department of sociology, and is promoted through playground associations, health exhibits, and a reading-room social center. The municipal reference bureau is in embryo. Information bearing on problems of local government is collected, inquiries are answered, and lecturers on civic subjects are sent out.

Oklahoma.—At the University of Oklahoma this phase of work is in the process of development. Instruction and assistance are offered in public-health questions and exhibits are prepared on health subjects. City and town promotion is aided through lectures and bulletins. Field service and consultation by mail are offered to citizens interested in social center development and at the university in community organization or social-center development. The use of school buildings for public discussion has not been legalized.

Oregon.—The University of Oregon has established a bureau of social-center development with an adviser or secretary to promote and assist in social-center work. Consultation is offered by mail, and field service is furnished for investigations and conferences. Legislative enactment has provided for the use of school buildings for free public discussion.

The committee on cooperation in civic affairs takes charge of the welfare work at Reed College. Courses in civic betterment and exhibits are offered. In May, 1913, a three-day conference on the conservation of human life was held. All meetings and exhibits are open to the public. Such subjects as parks and playgrounds, conditions of labor, rural and city life problems, school and personal hygiene, pure water, food, and drugs were treated. Extension course is arranged for the civic progress circles of Oregon, consisting of 12 lectures on Government and political problems by the professor of economics and sociology. The lectures are followed by conferences or discussion. Other courses comprise a lecture on hygiene and morals and primarily for new voters a course of six lectures on "The voter and the city of Portland." These lectures are illustrated and treat municipal topics.

Pennsylvania.—At Pennsylvania State College the welfare work consists in cooperation with city officials, offering assistance in the solution of market problems, food supply, lighting, sanitation, pure food, community improvements, etc. Experts and specialists lecture and advise.

At the University of Pittsburgh the welfare work is undertaken in connection with the school of economics. The university has a course in playground or recreation leadership; plans and suggestions are furnished for playground equipment. Through lectures and advice assistance is given citizens interested in social-center development. Exhibits are prepared on health and other subjects, and some work is done along the line of community institutes.

Rhode Island.—Rhode Island State College assists in town and city improvement through lectures and cooperation with the League of Improvement Societies in Rhode Island.

Tennessee.—At Fisk University extension work is carried on in connection with the national league on urban conditions among negroes, and the work is administered through the department of social science. The university has a social center in cooperation with another institution. Lines of instruction are developing. The \$1,300 used to run the social-center house this year was raised independently of the university budget.

Texas.—The University of Texas extension department is planning welfare work through its various divisions, namely, public welfare, home welfare, public lectures, and child welfare. The division of public welfare offers its services to the people of the State through lectures, field service, expert advice, exhibits, bulletins, and correspondence. Social-center development is promoted through the division of information and exhibits.

Washington.—The foundation for a bureau of social-center development has been laid at the University of Washington; consultation by mail is furnished and field service is offered for investigation and conferences. A bulletin on the social and civic center has been issued.

Under the department of community service a bureau of municipal and legislative reference is maintained with a competent man in charge. Its work is to assemble accurate data on all questions with which the legislators and administrative officials of the State have to deal and to supply this information, digested and systematized, when it is needed. During the legislative session, by request of the legislature, the chief of the bureau is at the capitol to assist in the preparation of measures. His office at the university is open to public officials, State and municipal, at all times.

Wisconsin.—For this work five bureaus have been organized in the welfare department of the University of Wisconsin: The municipal reference bureau, the civic and social center bureau, the health instruction bureau, the bureau of community music, and the bureau of visual instruction.

The municipal reference bureau serves as a bureau of information for the city officials of the State and for citizens interested in the

solution of municipal problems. It collects data and information on all subjects of municipal government—pavements, sewers, water-works, street lighting, dust prevention, garbage collections, sanitation, etc.—and makes this information available to those who can utilize it. It collects city ordinances and reports and is prepared to give advice and information; to draft and submit model ordinances on the various subjects of municipal regulation, such as the censorship of moving-picture films, building codes, and the handling and sale of milk. It answers inquiries and makes special investigations and reports for specific subjects, such as commission government, the city-manager plan, municipal fire insurance, and uniform accounting, and publishes these in reference bulletins.

In addition to serving as a bureau of information, it acts as a clearing house or reference department in bringing the specialist and experts of the State into cooperation with local officials in an effort to make local government more efficient. To this end it cooperates with the various commissions at the capitol, the public utility commission, the tax commission, and the board of health, and with the various departments of the university, the engineering department, law department, etc. In this way it is able to place at the disposal of the city official the advice and opinion of experts on practically every problem with which he is confronted. Where personal investigations or examinations upon the ground are necessary, the bureau, through the civil engineering department of the extension division, is able to send out a municipal and sanitary engineer to make the necessary survey. Thus, if a small city is planning to install a water system and calls upon the bureau for assistance, it can send out an hydraulic engineer, to give advice and work out the best possible solution of the problem.

The civic and social center bureau is devoted to developing and improving the life of the community by making the schoolhouses centers where the people can meet together to discuss their common problems and promote a community conscience upon public questions, as well as develop a feeling of social unity through acquaintance and fellowship.

The recognition, practically universal, that the public's schoolhouses and grounds may, should, and are to be fully used as community centers for adults and youth, as well as for children, is the reason for this bureau; to furnish to the State specific information, assistance, and expert advice upon how the full value of this existing public equipment may be conserved is its work. At the session of the legislature following the establishment of this bureau, the basic provision for State-wide social center development was embodied in the law which directs school boards to make provision, without charge and without interference, for the convenient use of school-

houses as community forums wherever the proper organization of the citizenship is formed for this use. In the first two years of this bureau's service, about 100 per cent increase was made in the use of schoolhouses throughout the State, as polling places, civic forums, lecture centers, branch public libraries, and recreation places. In September, 1913, a uniform plan of organization and a season's program of community meetings, issued by this bureau, was adopted in 139 communities in various parts of the State. In this program, which is supplemented by the furnishing of material for each meeting, is a series of festival celebrations, Halloween, Thanksgiving, Christmas, and other holiday suggestions; a series of meetings upon national topics of present interest; a series of meetings for the consideration of the constitutional amendments upon which the people of Wisconsin are to vote at the next election; and a series of meetings devoted to local community problems. Prominent in this last series is the consideration by the people in each community of their own social center opportunities and the economy of engaging a responsible civic secretary and otherwise providing for those uses of the community building which can not be had without increased public investment.

The health instruction bureau is devoted to the dissemination of information as to matters of public and personal health, in the belief that what is needed chiefly in a matter which touches people so intimately and vitally as health is information to displace ignorance.

Traveling exhibits have been gathered and are displayed at institutes, fairs, conventions, schools, libraries, etc. General and utilitarian information is offered through easily comprehended charts, models, photographs, cartoons, catch phrases, stereopticon, and cinematograph. Bulletins on infant mortality and care of the baby, preventable disease in general, rural hygiene, insanity and contributory diseases are in course of preparation. This program will be extended as rapidly as means permit. Nearly one-half of all Wisconsin newspapers have requested and are being furnished with a Weekly Press Bulletin service on questions of personal and public hygiene. Popular lectures are given as a part of general lecture courses or independently. Through the correspondence-study department, courses for mothers upon care of children, and for health officers upon principles and practices of sanitation, are offered. Correspondence is conducted upon general and personal problems. This bureau cooperates with civic, technical, and educational organizations, and public officials, etc., in investigations, conferences, educational campaigns, etc. Briefly, an attempt is made to give the general public, in practical form, that information upon which personal and public health depends.

The bureau of community music proceeds on the theory that every community has lying waste musical talent which only awaits development, and that nothing so promotes a sense of social fellowship, so appeals to the best in individuals, as music. A method of social expression, which from the earliest human groupings has played so great a part in social development, can not be neglected in any scheme for promoting the general welfare. That its power still remains is shown by music's hold on folk who have cultivated this cultural activity, such as the Welsh, the Germans, and the Scandinavians.

The bureau of community music endeavors, in the first place, to spread the use of music throughout the State. This work is primarily group or class stimulation; and organization in the second place is to reach the individual. This is done through correspondence courses in music, dealing with the history of music, appreciation, technical courses in harmony, public school music, and means of directing community music. Up to the present time it has been the chief endeavor of the bureau to make the people of the State acquainted with their new opportunity. To this end, addresses have been given throughout the State, articles on community music are published in magazines and newspapers, and a bulletin is issued. A pamphlet of 18 songs has been prepared, which will be put out by a half-dozen publishers of music, with a view to having the songs used throughout the United States. Community choruses have been organized in several cities in the State.

Although the extension division, for several years, has been leading lantern slides, moving-picture films, and other illustrative material to schools and other organizations, it is only recently that a bureau of visual instruction has been organized and a man put at its head.

The purposes of this bureau are: (a) To make a thorough and systematic study of all the various materials that may legitimately be employed in illustrative teaching, or in instruction through the medium of the eye; and (b) to devise and organize plans for placing such illustrative material within easy and constant reach of all the schools and other social organizations of the State.

The plans already formulated involve the following features:

1. The accumulation of a very carefully selected library of educational lantern slides to be lent to the schools of the State for use in connection with the regular class work of the schools. These slides will, to some extent, be purchased wherever available; but for the most part will be made in the department, which is being fitted up with all the appliances and materials necessary for the best results in this line.

2. It is recognized that the motion picture, which has thus far been a means primarily of entertainment and amusement, has vast educational possibilities, and should be brought into regular use in all departments of school work from the grades to the university. To

that end there is being secured a collection of educational films to lend to schools and social centers throughout the State wherever provision in the way of machines, etc., is made for the profitable use of such films.

The bureau will keep in close touch with such communities, and stands ready to render every assistance, both by correspondence and by personal visits, to the end of securing the most thorough and efficient organization of this new line of work in the schools which undertake it.

3. Recognizing that to entertain the people properly is one of the most important functions of modern education, it is proposed to provide for free use throughout the State sets of slides and films on somewhat popular subjects, and with manuscript readings and lectures, "travelogues," suitable for more or less formal evening meetings, where all the people of a community or center can meet for enjoyment, recreation, and profit.

4. In addition to the foregoing, this bureau will serve as a clearing house and a source of information concerning all other sorts of material properly coming within its scope, such as pictures, plates, cabinet collections, microscope slides, working material in the various sciences, etc., the aim being to serve the schools and the people as fully and efficiently as possible, together with that very distinct economy that must attend upon and result from a carefully conducted centralized organization.

Moreover, the welfare department is devoting its energies to the development of other welfare fields, which are not yet so definitely limited. For example, the struggle born of recent commercial and industrial expansion in a new country like America presses with peculiar stress upon the smaller communities. On the economic welfare of these communities depends ultimately much of the social, religious, and educational welfare. Therefore, the secretary of this department devotes as much of his time as possible to the problems of community development. Everywhere it is called for.

All of these bureaus have been combined in the presentation of truth upon one or two topics in what are called community institutes, social service institutes, and welfare exhibits. The former are three or four day meetings at high pressure to bring to a focus the community consciousness upon its most pressing problems. The endeavor is to fit the program for this institute to two or three of the most pressing problems of a community, and produce such a vivid impression that permanent results may be seen in the community itself taking up active measures for the solution of its problems under the inspiration and suggestion of experts furnished by the extension division.

The social service institute is adapted to work in the larger cities where specifically social service training is demanded, such as training for service in connection with the relief of poverty, social service in

hospitals, and the treatment of the problem of juvenile delinquency and its prevention.

The community exhibit is intended to emphasize but one topic, such as health. The programs center about an exhibit which is devoted to one topic alone. Addresses are supplemented by explanation of the exhibit, working models, stereopticon lectures, and moving pictures.

The college of agriculture of the University of Wisconsin, through the department of agricultural economics, seeks to serve rural Wisconsin by furnishing information relative to farmhouse conveniences, such as running water in the kitchen and power appliances in the home. By bulletins, personal letters, and State-wide lectures, rural communities are encouraged to develop neighborhood clubs, women's clubs, and farmers' clubs; and rural churches are advised in regard to meeting the community social needs. Buildings for social purposes in the country are promoted where needed. Conferences on rural life problems are aided and rural surveys of social conditions are directed.

The following institutions promote the growth and use of the district school libraries by adults as well as by children: Colorado Agricultural College, Iowa State College, Rutgers College, Reed College, Agricultural and Mechanical College of Texas, the University of Texas, and the University of Wisconsin.

As has been shown, there are well-established municipal reference bureaus at the Universities of Cincinnati, Kansas, Washington, and Wisconsin; while at Iowa State College, Iowa University, and the University of Minnesota such bureaus are newly organized. Many other colleges and universities are prepared to work, and do work, with municipalities and public officials, by collecting material, giving advice, and sending out lecturers on civic subjects.

In addition to the specific phases of welfare work which have been mentioned, other forms are practiced by many colleges and universities, but these are too varied in character and in value to be tabulated.

IX. PUBLICATIONS.

Extension publications, including announcements, bulletins, and textbooks, have been issued by the following institutions: Universities of California, Colorado, and Kansas, Indiana University, Olivet College (Mich.), Mississippi Agricultural and Mechanical College, University of Montana, Rutgers College (N. J.), New Mexico College of Agriculture and Mechanic Arts, College of the City of New York, Columbia University (N. Y.), University of North Carolina, University of North Dakota, Miami University (Ohio), University of Okla-

homa, University of Oregon, Reed College (Oreg.), Lehigh University (Pa.), Pennsylvania State College, Rhode Island State College, Agricultural and Mechanical College of Texas, Universities of Texas, Utah, Washington, and Wisconsin.

Colorado.—Following are the bulletins of investigations issued by the University of Colorado:

1. High school and college conference.
2. Protection against typhoid fever.
3. Municipal water supplies of Colorado.
4. Serials in University of Colorado library.
5. The practical value of birds.
6. Report of week of applied sociology.

Kansas.—The University of Kansas has a list of seven bulletins—five in the debating series, one in the social betterment series, one in the political science series; also seven announcements.

Michigan.—Olivet College issues educational bulletins of which the following titles are given: "Adolescence," "Food and drink, or the hygiene of feeding," "Genesis of law of gravity," "Value of chemistry and allied sciences," "The physical basis of vitality and efficiency."

Mississippi.—The Agricultural and Mechanical College publishes study outlines.

Montana.—The University of Montana has issued a Correspondence-Study Bulletin Record and a lecture bulletin.

New Mexico.—New Mexico College of Agriculture and Mechanical Arts has five issues of College Record and nine issues of the Courier.

New York.—The College of the City of New York has a syllabus for each course and an annual announcement. Columbia University issues the following: Griffin's "Syllabus of English Courses," Pugsley's "Syllabus Reading Lists," based on Columbia College courses.

North Carolina.—The University of North Carolina issues a "Professional Library" for secondary schools and a handbook for use in declaiming, essay writing, and reading.

North Dakota.—The University of North Dakota has lecture, correspondence, and debating bulletins, and also "University Plan of Educational Cooperation."

Ohio.—Miami University has published teachers' bulletins and bibliographies of several subjects.

Oklahoma.—The following publications have been issued by the extension department of the University of Oklahoma: Public Discussion and Debate; The Income Tax; The Initiative and Referendum; and Brick Paving in Oklahoma.

Oregon.—The University of Oregon has the University Extension and Commonwealth Service bulletin and the University Extension Monitor.

Reed College issues bulletins and text for correspondence teaching.

Pennsylvania.—The publications of the Pennsylvania State College deal chiefly with agricultural subjects. Bulletins are issued on engineering subjects as follows:

1. Effects of the form of alternating current waves on the life and efficiency of incandescent lamps.
2. Practical suggestions for the construction of concrete floors.
3. Hot blast heating systems.
4. Concrete on the farm.
5. Electric-lighting plants for rural houses.
6. Kerosene as a substitute for gasoline in engines for use on farms and in automobiles.

Rhode Island.—Rhode Island State College issues 8 leaflets on nature study and 12 extension bulletins yearly.

Texas.—The Agricultural and Mechanical College of Texas publishes a bulletin on extension work and correspondence courses.

The University of Texas issues a large number of bulletins of both informational and educational character.

Washington.—The University of Washington has issued seven bulletins as follows:

1. The social and civic center.
2. State roads and permanent highways.
3. The recall of judges.
4. Department of instruction.
5. The single tax.
6. The making of a newspaper.
7. Manual for debaters.

Wisconsin.—A list is here given of the publications of the University of Wisconsin extension division. The textbooks listed are for the use of students enrolled in correspondence-study courses. Those numbers that are marked "Completed" are in manuscript form. They will be printed as soon as they have been tried in service and found to meet the needs.

The bulletins enumerated are issued as announcements by the correspondence-study department; as aids to clubs, leagues, or speakers by the department of debating and discussion; and as aids to civic, social, and all welfare organizations by the department of general information and welfare.

TEXTS FOR CORRESPONDENCE-STUDY COURSES.

BUSINESS:

Business Organization and Management.

Completed—

- General organization of business (C. 142-144).
- Types of business organization (C. 145-150).
- Industrial management (C. 151-152).

Printed—

- Sales, purchase, and shipping methods (C. 153).

Bookkeeping and Accounting.

Completed—

Bookkeeping (C. 128).
 Accounting principles (C. 129).
 Cost accounting (C. 136).

Printed—

Bookkeeping and cost finding for printers (C. 130).

Business Law.

Completed—

Contracts (C. 115).
 Sales (C. 118).
 Commercial paper (C. 122).
 Private corporations (C. 124).

Retailing.

Printed—

Retail selling and store management (C. 159).

Sundry Subjects.

Completed—

Commercial correspondence (C. 102).
 Commercial geography of the United States (C. 114).

DRAWING, MECHANICAL:

Completed—

Wood sketching (C. 243).
 Shop drawing (C. 204).
 Freehand lettering (C. 4).

Printed—

Shop sketching (C. 203).

ENGINEERING, ELECTRICAL:

Completed—

Direct currents and direct-current machinery (C. 311).
 The theory of alternating currents (C. 312).
 Electric wiring (C. 317).
 Elementary principles of telephones (C. 318).
 Watt-hour meters (C. 319-A).

Printed—

Commercial electrical measuring instruments (C. 319).
 Magnetic and electric circuits (C. 310).

ENGINEERING, MECHANICAL:

Completed—

Mechanism (C. 208).
 Heat (C. 215).
 Gas engines and gas producers (C. 219).
 Part A. Gas and oil engines.
 Part B. Gas producers.
 Compressed air (C. 225).
 Engine running (C. 230).
 Fuels (C. 231).
 Cupola practice (C. 272).

Printed—

Shop mathematics (C. 201-A).
 Shop arithmetic (C. 201-B).
 Boilers (C. 216).

ENGINEERING, STRUCTURAL:

- Printed—
- Elements of structures (C. 408).
- Reinforced concrete construction, vols. 1 and 2.

ENGLISH:

- Completed—
- Practical English review (C. 64).

GERMAN:

- Completed—
- Elementary German (C. 1).

HOME ECONOMICS.

MATHEMATICS.

- Completed—
- Applied and Vocational Mathematics.*
- Lumber measurements (C. 11-I).

PHARMACY:

- Completed—
- Pharmacy (C. 60).

TEACHERS' REVIEW COURSES:

- Completed—
- Physics review (C. 87).

Correspondence-Study Bulletins.

	Series number.
Astronomy, courses in.....	240
Bacteriology, courses in.....	400
Botany, courses in.....	262
Business, courses in.....	415
Business courses, an outline of.....	261
Business sciences.....	265
Chemistry, courses in.....	264
Correspondence, courses in.....	407
Drawing, courses in.....	300
Education, courses in.....	287
Electrical engineering, courses in.....	344
Electrical engineering, grouped vocational studies in.....	188
English language and literature.....	356
General information.....	380
Geology and geography, courses in.....	353
German, courses in.....	336
Greek and Latin, courses in.....	362
Highway construction.....	5
History, courses in.....	419
Home economics, courses in.....	381
Mathematics, courses in.....	298
Mechanical engineering, courses in.....	12
Mechanical engineering, grouped vocational studies in.....	196
Mechanical engineering and industrial subjects, courses in.....	414
Music, courses in.....	352
Pharmacy, courses in.....	304
Philosophy, courses in.....	153
Political economy and sociology, courses in.....	384
Political science, courses in.....	372
Romance languages, courses in.....	401

	Series number.
Structural engineering, courses in.....	323
Summary announcement, extra-mural college.....	441
Surveying, courses in.....	13
Teachers' review courses.....	220
Vocational conference.....	414

Debating Bulletins.

Annexation of Cuba.....	229
Central reserve association.....	320
Civic clubs.....	349
Closed v. open shop.....	242
Commission plan of city government.....	297
Consolidation of rural schools.....	234
Debating societies.....	305
Farmers' clubs.....	346
General statement.....	345
Guaranty of bank deposits.....	193
How to judge a debate.....	371
Inheritance tax.....	232
Initiative and referendum.....	607
Municipal home rule.....	437
Parcels post.....	295
Popular election of Senators.....	359
Postal savings bank.....	23
Principles of effective debating.....	321
Restriction of immigration.....	360
Recall.....	448
School literary societies.....	592
Triangular debating leagues.....	283

General Information and Welfare Bulletins.

Bakers' Institute, proceedings.....	236
Community institute, the.....	377
Guarding the public health.....	379
Industrial education and dependency.....	402
Newspaper conference, proceedings.....	386
Sauk City community institute, program.....	374
Sauk City community institute, results and opinions.....	404
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[Published by the university board of editors.]

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X. INSTITUTIONS IN WHICH EXTENSION WORK IS NOT FULLY ORGANIZED.

Fifty-two institutions are reported in which extension work is not fully organized. In 22 institutions, lectures constitute the only form of extension work; in 7 institutions there are lectures and entertainments (musical or musical and literary); in 5 institutions, correspondence study chiefly; in 5 others, training of teachers; in 4, rural work; in 2, chiefly municipal and welfare work; in 1, engineering; in 7, work in various lines (unclassified).

Institutions with no organized extension work, but with work along extension lines.

Institutions.	Nature of work.	Remarks.
<i>Connecticut:</i> Trinity College. Yale University.	Lectures Courses in theory and practice of education; assistance to secondary schools of State; public concerts.	Faculty members lecture in city and State. Public concerts are given by department of music; the art and scientific collections are open to public, as are certain lectures.
<i>Georgia:</i> Atlanta University (colored).	Traveling libraries; free kindergarten; annual bulletins published on the negro problem.	System of about 55 traveling libraries, 50 books in each, circulated among negro communities in Georgia. About 500 people reached; fees paid lecturers from \$40 to \$150; charge for lectures about 50 cents a ticket.
<i>Illinois:</i> Southern Female College.	Lectures on the negro problem; answering questions of public officials and citizens; lectures.	Fees for lecturers from about \$25 to \$100; charges for lectures, 25 cents a ticket.
<i>Indiana:</i> Ewing College.	Lectures.	Professors give lectures before high schools and other organizations.
<i>Indiana:</i> Knox College.	Lectures.	On invitation, deans of different departments deliver lectures without compensation, merely traveling expenses.
<i>Indiana:</i> Concordia college.	Lectures.	Purely an engineering school.
<i>Illinois:</i> Rose Polytechnic.	Consulting work for municipalities, county and State in engineering. Lectures along engineering lines.	Course of six lectures on "Psychology as applied to education." \$1 for series ticket.
<i>Iowa:</i> Taylor University.	Lectures.	Lectures given by professors, for which they receive from \$10 to \$20 and expenses.
<i>Iowa:</i> Coe College.	Lectures.	"Saloons driven out."
<i>Illinois:</i> Cornell College.	Lectures, musicals, and dramatic readings.	Lectures given by members of faculty for nominal fee or for expenses.
<i>Iowa:</i> Central University of Iowa.	Municipal work.	Fees paid to lecturers vary from \$10 to \$50.
<i>Illinois:</i> Graceland College.	Lectures.	Courses of public lectures offered in cooperation with Goucher College in Baltimore, Md. and in other colleges. Lectures on college life, literature, and religious subjects. Persons other than teachers admitted; same requirements for admission as for matriculation fixed by Johns Hopkins University. May work for degree, B. A., which is conferred by Johns Hopkins upon men only. Fees \$10 per year for each hour per week. Hours from 4.10 to 6 p. m.
<i>Kansas:</i> Baker University.	Lectures; musical and literary entertainments.	Lectures in series on topics of popular interest for benefit of students, but open to public.
<i>Kentucky:</i> Hamilton College for Women.	College courses for teachers.	
<i>Maryland:</i> Johns Hopkins University.	Lectures.	
<i>Maryland:</i> Morgan College (colored).		
<i>Washington:</i> Washington College.		

Institutions with no organized extension work, but with work along extension lines—Continued.

Institutions.	Nature of work.	Remarks.
<i>Massachusetts:</i>		
Amherst College.....		
Clark University.....	Lectures; child welfare; loans from pedagogical museum and library; research into local social conditions; journals; exhibits and conferences; municipal work; cruises against flies and mosquitoes; garden work; city improvement. Lectures..... Study..... Lectures and musicals..... Correspondence study..... Lectures.....	General lectures, open to public. Lectures paid up to \$75; audiences range from 12 to 1,000. Practically all expenses paid by university. Lectures in pedagogy given during the entire year. Offered as aid to teachers. One out-of-town student enrolled for the work; 4 enrolled from city. Fees paid to lecturers, rarely more than \$75 a lecture; total expense for lecture work last year, \$300; 10 lectures given; total attendance, 3,700.
<i>College of the Holy Cross:</i>		
Simmons College.....		
Williams College.....		
<i>Michigan:</i>		
Alma College.....		
<i>Minnesota:</i>		
St. Johns University.....		
<i>Mississippi:</i>		
University of Mississippi.....	Visiting of high schools by professors of secondary education and cooperation between dean of medical department and board of health. Lectures; musical entertainments..... Correspondence—study and reading courses.....	
<i>Nebraska:</i>		
Doane College.....		
Grand Island College.....		
<i>New York:</i>		
Union College.....		
<i>North Carolina:</i>		
Wake Forest College.....	Musical entertainments; public lectures..... Lectures..... Lectures; addresses and musicals..... Lectures and entertainments..... Lectures..... Lectures and study courses..... Lectures.....	Work is being organized to extend influence and make college better known; lecturers are paid expenses and sometimes \$5 or \$10. "We do not encourage this department but accommodate such students as ask for it." All members of the faculty participate in the work. Expense of musical entertainment is about \$1,000, paid for by admission. Series of lecturers in psychology and economics; occasionally others; attended freely by public. "Half dozen members of the faculty make popular lectures throughout the State, but under no formal organization and without fees or credits." "Modest beginning of college extension work." Ordinary rate for single lecture \$5 and expenses. About 30 lectures were given for which the fees paid were from \$5 to \$25. Entertainments of music and reading. Lectures before farmers' institutes, teachers' institutes, and similar organizations. For teachers. Fees paid lecturers, from \$10 to \$100; total attendance last year, 8,000.
<i>North Dakota:</i>		
Fargo College.....		
Wesley College.....		
<i>Oklahoma:</i>		
Findlay College.....		
Western Reserve University.....		
<i>Oklahoma:</i>		
University of Oklahoma.....		

EXTENSION WORK NOT FULLY ORGANIZED.

Oregon: Willamette University.....	Lectures; study club outlines; reading course institute, etc.	4 members of the faculty participate.
Pennsylvania: Drexel College..... University and College for Women..... Muhlenberg College.....	Lectures Lectures and readings Study courses; public lectures	Total expense for work, \$700; 3 courses and 1 single lecture last year. 30 public school teachers took courses in Saturday work; 2 received \$1.88 last June; 4 professors devote part time; fees from \$25 to \$50 are paid lectures. Some members of faculty are required to give lectures; expenses only are paid; average attendance 200.
Pennsylvania College.....	Lectures.....	A series of popular lectures by professors to communities throughout the State.
South Carolina: University of South Carolina.....	do	
South Dakota: Redfield College.....	Correspondence-study courses.	Courses in English, economics, education, German, Greek, history, Latin, mathematics, philosophy, physiology, political science, and sociology; credits given, one-fourth work required for graduation may be done through correspondence. Fees: \$1 for matriculation; tuition for each course, \$15; for two courses, \$25. Beginning with this coming college year a position will be created that is purely extension work, that of superintendent of boys' and girls' clubs.
South Dakota State College of Agricultural and Mechanic Arts.....	Correspondence courses; rural institutes.	Single lectures; fees paid lecturers, from \$5 to \$20.
Tennessee: Yankton College..... Lincoln Memorial University.....	Lectures; Institute; social guidance Rural extension; traveling libraries; welfare	Teachers in mountain region trained through means of libraries; more than half the faculty engaged at various times in social and neighborhood uplift. Lecturers paid from \$10 to \$25 per lecture; approximate total expense last year \$250. Single lectures engagements: 10-15 during winter months. Special courses delivered at university during summer months.
Texas: Milligan College..... University of the South..... Baylor University..... Howard-Payne College.....	Lectures..... do Not state!	Some work done by members of faculty without additional compensation. Members of the faculty visit schools and churches and 1 member engages in literary and debating-society work.
Vermont: Middlebury College.....	Rural life conferences (in connection with regular summer session lectures).	About 25 single lectures; fees paid, "sometimes \$15 and expense."
Virginia: Washington and Lee University..... West Virginia: Beloit College.....	Lectures..... do	Generally free. Members of the faculty give single lectures from time to time and some of them give courses before women's clubs, etc.

BULLETIN OF THE BUREAU OF EDUCATION.

[Note.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Documents marked with a dagger (†) are out of print.]

1906.

- †No. 1. Education bill of 1906 for England and Wales as it passed the House of Commons. Anna T. Smith.
- *No. 2. German views of American education, with particular reference to industrial development. William N. Hallmann. 10 cts.
- *No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C. Elliott. 15 cts.

1907.

- †No. 1. The continuation school in the United States. Arthur J. Jones.
- *No. 2. Agricultural education, including nature study and school gardens. James R. Jewell. 15 cts.
- †No. 3. The auxiliary schools of Germany. Six lectures by B. Maennel.
- †No. 4. The elimination of pupils from school. Edward L. Thorndike.

1908.

- †No. 1. On the training of persons to teach agriculture in the public schools. Liberty H. Bailey.
- *No. 2. List of publications of the United States Bureau of Education, 1867-1907. 10 cts.
- *No. 3. Bibliography of education for 1907. James Ingersoll Weyer, jr., and Martha L. Phelps. 10 cts.
- †No. 4. Music education in the United States; schools and departments of music. Arthur L. Manchester.
- *No. 5. Education in Formosa. Julian H. Arnold. 10 cts.
- *No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.
- *No. 7. State school systems: II. Legislation and judicial decisions relating to public education, Oct. 1, 1906, to Oct. 1, 1908. Edward C. Elliott. 30 cts.
- No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8.

1909.

- *No. 1. Facilities for study and research in the offices of the United States Government in Washington. Arthur T. Hadley. 10 cts.
- No. 2. Admission of Chinese students to American colleges. John Fryer.
- *No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.
- †No. 4. The teaching staff of secondary schools in the United States; amount of education, length of experience, salaries. Edward L. Thorndike.
- No. 5. Statistics of public, society, and school libraries in 1908.
- *No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.
- No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.
- *No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.
- *No. 9. Bibliography of education for 1908-9. 10 cts.
- No. 10. Education for efficiency in railroad service. J. Shirley Eaton.
- *No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. 5 cts.

1910.

- No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Shaw.
- No. 2. State school systems: III. Legislation and judicial decisions relating to public education, Oct. 1, 1906, to Oct. 1, 1909. Edward C. Elliott.
- †No. 3. List of publications of the United States Bureau of Education, 1867-1910.
- *No. 4. The biological stations of Europe. Charles A. Kofoid. 50 cts.
- *No. 5. American schoolhouses. Fletcher B. Dressler. 75 cts.
- †No. 6. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-10.

1911.

- *No. 1. Bibliography of science teaching. 5 cts.
- *No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 5 cts.
- *No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.
- *No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
- *No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.
- No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States.
- *No. 7. Undergraduate work in mathematics in colleges and universities. 5 cts.
- *No. 8. Examinations in mathematics, other than those set by the teacher for his own classes. 5 cts.
- No. 9. Mathematics in the technological schools of collegiate grade in the United States.
- †No. 10. Bibliography of education for 1900-10.
- †No. 11. Bibliography of child study for the years 1908-9.
- *No. 12. Training of teachers of elementary and secondary mathematics. 5 cts.
- *No. 13. Mathematics in the elementary schools of the United States. 15 cts.
- *No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lightner Witmer, and Leonard P. Ayres. 10 cts.
- *No. 15. Educational system of China as recently reconstructed. Harry E. King. 15 cts.
- *No. 16. Mathematics in the public and private secondary schools of the United States. 15 cts.
- †No. 17. List of publications of the United States Bureau of Education, October, 1911.
- *No. 18. Teachers' certificates issued under general State laws and regulations. Harlan Updegraff. 20 cts.
- No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11.

1912.

- *No. 1. A course of study for the preparation of rural-school teachers. Fred Mutchler and W. J. Craig. 5 cts.
- *No. 2. Mathematics at West Point and Annapolis. 5 cts.
- *No. 3. Report of committee on uniform records and reports. 5 cts.
- *No. 4. Mathematics in technical secondary schools in the United States. 5 cts.
- *No. 5. A study of expenses of city school systems. Harlan Updegraff. 10 cts.
- *No. 6. Agricultural education in secondary schools. 10 cts.
- *No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.
- *No. 8. Peace day. Fannie Fern Andrews. [Later publication, 1913, No. 12.] 5 cts.
- *No. 9. Country schools for city boys. William S. Myers. 10 cts.
- *No. 10. Bibliography of education in agriculture and home economics. 10 cts.
- †No. 11. Current educational topics, No. I.
- †No. 12. Dutch schools of New Netherland and colonial New York. William H. Kilpatrick.
- *No. 13. Influences tending to improve the work of the teacher of mathematics. 5 cts.
- *No. 14. Report of the American commissioners of the international commission on the teaching of mathematics. 10 cts.
- †No. 15. Current educational topics, No. II.
- *No. 16. The reorganized school playground. Henry S. Curtis. 5 cts.
- *No. 17. The Montessori system of education. Anna T. Smith. 5 cts.
- *No. 18. Teaching language through agriculture and domestic science. M. A. Leiper. 5 cts.
- *No. 19. Professional distribution of college and university graduates. Bailey B. Burritt. 10 cts.
- *No. 20. Readjustment of a rural high school to the needs of the community. H. A. Brown. 10 cts.
- *No. 21. Urban and rural-common-school statistics. Harlan Updegraff and William R. Hood. 5 cts.
- No. 22. Public and private high schools.
- No. 23. Special collections in libraries in the United States. W. Dawson Johnston and Isadore G. Mudra.
- *No. 24. Current educational topics, No. III. 5 cts.
- †No. 25. List of publications of the United States Bureau of Education, 1912.
- †No. 26. Bibliography of child study for the years 1910-1911.
- No. 27. History of public-school education in Arkansas. Stephen B. Weeks.
- *No. 28. Cultivating school grounds in Wake County, N. C. Zebulon Judd. 5 cts.
- No. 29. Bibliography of the teaching of mathematics, 1900-1912. David Eugene Smith and Charles Goldhaber.
- No. 30. Latin-American universities and special schools. Edgar E. Brandon.
- No. 31. Educational directory, 1912.
- No. 32. Bibliography of exceptional children and their education. Arthur MacDonald.
- †No. 33. Statistics of State universities and other institutions of higher education partially supported by the State, 1912.

1913.

- No. 1. Monthly record of current educational publications, January, 1913.
- *No. 2. Training courses for rural teachers. A. C. Monahan and R. H. Wright. 5 cts.
- *No. 3. The teaching of modern languages in the United States. Charles H. Handschin. 15 cts.
- *No. 4. Present standards of higher education in the United States. George E. MacLean. 5 cts.
- *No. 5. Monthly record of current educational publications, February, 1913. 5 cts.

- *No. 6. Agricultural instruction in high schools. C. H. Robison and F. B. Jenks. 10 cts.
 *No. 7. College entrance requirements. Clarence D. Kingsley. 15 cts.
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 *No. 12. The promotion of peace. Fannie Fern Andrews. 10 cts.
 *No. 13. Standards and tests for measuring the efficiency of schools or systems of schools. Report of the committee of the National Council of Education. George D. Strayer, chairman. 5 cts.
 No. 14. Agricultural instruction in secondary schools.
 *No. 15. Monthly record of current educational publications, May, 1913. 5 cts.
 *No. 16. Bibliography of medical inspection and health supervision. 15 cts.
 *No. 17. A trade school for girls. A preliminary investigation in a typical manufacturing city, Worcester, Mass. 10 cts.
 *No. 18. The fifteenth international congress on hygiene and demography. Fletcher B. Dressler. 10 cts.
 *No. 19. German industrial education and its lessons for the United States. Holmes Beckwith. 15 cts.
 No. 20. Illiteracy in the United States.
 *No. 21. Monthly record of current educational publications, June, 1913.
 *No. 22. Bibliography of industrial, vocational, and trade education. 10 cts.
 *No. 23. The Georgia club at the State Normal School, Athens, Ga., for the study of rural sociology. E. C. Branson. 10 cts.
 *No. 24. A comparison of public education in Germany and in the United States. Georg Kerschensteiner. 5 cts.
 *No. 25. Industrial education in Columbus, Ga. Roland B. Daniel. 5 cts.
 *No. 26. Good roads arbor day. Susan B. Sipe. 10 cts.
 *No. 27. Prison schools. A. C. Hall. 10 cts.
 *No. 28. Expressions on education by American statesmen and publicists. 5 cts.
 *No. 29. Accredited secondary schools in the United States. Kendrick C. Babcock. 10 cts.
 *No. 30. Education in the South. 10 cts.
 *No. 31. Special features in city school systems. 10 cts.
 *No. 32. Educational survey of Montgomery County, Md. 10 cts.
 *No. 33. Monthly record of current educational publications, September, 1913.
 *No. 34. Pension systems in Great Britain. Raymond W. Sies. 10 cts.
 *No. 35. A list of books suited to a high-school library. 15 cts.
 *No. 36. Report on the work of the Bureau of Education for the natives of Alaska, 1911-12. 10 cts.
 *No. 37. Monthly record of current educational publications, October, 1913.
 No. 38. Economy of time in education.
 No. 39. Elementary industrial school of Cleveland, Ohio. W. N. Hallmann.
 *No. 40. The reorganized school playground. Henry S. Curtis. 10 cts.
 No. 41. The reorganization of secondary education.
 No. 42. An experimental rural school at Winthrop College. H. S. Browne.
 *No. 43. Agriculture and rural-life day; material for its observance. Eugene C. Brooks. 10 cts.
 *No. 44. Organized health work in schools. E. B. Hoag. 10 cts.
 *No. 45. Monthly record of current educational publications, November, 1913.
 *No. 46. Educational directory, 1913. 15 cts.
 *No. 47. Teaching material in Government publications. F. K. Noyes. 10 cts.
 *No. 48. School hygiene. W. Carson Ryan, jr. 15 cts.
 No. 49. The Farragut School, a Tennessee country-life high school. A. C. Monahan and Adams Phillips.
 No. 50. The Fitchburg plan of cooperative industrial education. M. R. McCann.
 No. 51. Education of the immigrant.
 *No. 52. Sanitary schoolhouses. Legal requirements in Indiana and Ohio. 5 cts.
 No. 53. Monthly record of current educational publications, December, 1913.
 No. 54. Consular reports on industrial education in Germany.
 No. 55. Legislation and judicial decisions relating to education, October 1, 1909, to October 1, 1912. James C. Boykin and William R. Hood.
 *No. 56. Some suggestive features of the Swiss school system. William Knox Tate. 25 cts.
 No. 57. Elementary education in England, with special reference to London, Liverpool, and Manchester. I. L. Kandel.
 No. 58. Educational system of rural Denmark. Harold W. Focht.
 No. 59. Bibliography of education for 1910-11.
 No. 60. Statistics of State universities and other institutions of higher education partially supported by the State, 1912-13.
- 1914.
- *No. 1. Monthly record of current educational publications, January, 1914. 5 cts.
 No. 2. Compulsory school attendance.
 *No. 3. Monthly record of current educational publications, February, 1914. 5 cts.
 No. 4. The school and the start in life. Mayer Bloomfield.

IV BULLETIN OF THE BUREAU OF EDUCATION.

- No. 5. The folk high schools of Denmark. L. L. Friend.
No. 6. Kindergartens in the United States.
No. 7. Monthly record of current educational publications, March, 1914.
No. 8. The Massachusetts home-project plan of vocational agricultural education. R. W. Stinson.
No. 9. Monthly record of current educational publications, April, 1914.
No. 10. Physical growth and school progress. B. T. Baldwin.
No. 11. Monthly record of current educational publications, May, 1914.
No. 12. Rural schoolhouses and grounds. F. B. Dreslar.
No. 13. Present status of drawing and art in the elementary and secondary schools of the United States.
Royal B. Farnum.
No. 14. Vocational guidance.
No. 15. Monthly record of current educational publications. Index.
No. 16. The tangible rewards of teaching? James C. Boykin and Roberts King.
No. 17. Sanitary survey of the schools of Orange County, Va. E. K. Flannagan.
No. 18. The public school system of Gary, Ind. William P. Burris.