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GENERAL UNIVERSITY EXTENSION

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CONTENTS.—Significance of university extension service—Extension activities—Statistical study—New lines of service, or lines having unusual development during the biennium—Extension practices and efforts at standardization.

This report concerns itself with the growth and progress of *general* university extension for the biennial period 1922-1924. By general university extension is meant extension activities of universities and colleges in the fields not covered by agricultural and home economics extension under the Federal subsidy acts through the Federal land-grant colleges.

The report makes no pretense at thoroughness. The limitations of time and resources for securing data render such an ambition impossible. The information upon which the report is based has come largely from universities and colleges holding membership in the National University Extension Association, of which there are 41 at present. The reason for this limitation is the fact that in these institutions the work has been sufficiently standardized to enable some degree of comparison, and to arrive at some evaluation of the results in general terms. There is a further limitation to the report in the fact that data were not available from all the member institutions, though a request for such data was sent to every institution on the list, together with questionnaires concerning matters of special interest and importance. Duplicate requests were sent to those who failed to report the first time.

It is believed that the data and conclusions here reported are indicative of the progress and development in this field of service. Probably in no other field of university work has progress been more notable or more significant.

SIGNIFICANCE OF UNIVERSITY EXTENSION SERVICE

The significance of the service is shown not only by the variety and comprehensiveness of the activities engaged in, but by the ever-increasing number of people reached through the service. When one considers the progress of extension of our leading institutions, including 31 State universities, he is led to the conclusion that before many decades have passed all Americans, both old and young, will have the advantages of university training and university service at

their very doors. Such is indeed the program and the ambition of general university extension.

Is not this as it should be? We have agricultural and home economics extension under Federal subsidy because, in the main, it is desired to increase material production and to conserve resources in the home and on the farm—in a word, to increase the ability to make a living. Shall we not have equal emphasis placed on other vocational and industrial development through instruction given in class and correspondence courses in trades and professions, other than those covered by the extension work of the land-grant colleges, which are equally important in gaining a livelihood for a large portion of people? Should there not be even greater emphasis placed upon the elements of social inheritance whereby we acquire training for making a life, as well as for making a living? These aspects of education belong peculiarly to the field of general university extension.

President Birge, of the University of Wisconsin, whose institution was not only a pioneer in general extension, but which has through the years continued to occupy a position of leadership in this field, declared significantly in 1924 that general university extension is essential not only for individual progress on the part of those who are unable to attend campus classes, but is equally important as a means of preventing the crystallization of social groups. To meet the ever-increasing demands of modern life, in the opinion of President Birge, the social mind must be kept in a state of fluidity. In other words, people must study and read for themselves, must constantly acquire new ideas, and must constantly revise their ideals, if social life in a rapidly changing democracy is to go forward.

Because of its resources of personnel, laboratories, libraries, and research material, the university is best equipped to render this service. Since general extension of knowledge is essential to social and economic development, and the universities are in the most advantageous position to extend it at a minimum of cost, they must furnish this service. In so far as State universities are concerned, probably the large expenditures of money taken from the pockets of the taxpayers of the State can be justified only by rendering service to the whole people.

It has been appropriately stated by leaders in this field of thought that the functions of a modern State university should consist of the following: (1) The teaching of students on the campus; (2) research and the advancement of learning by its faculty; (3) the extension of its resources to the people of the entire Commonwealth.

Notable progress is in evidence in the institutions of the South and West, where extension has found its richest fields of development and where State universities exist in largest numbers.

For convenience this report is divided into four parts: First, extension activities in different institutions; second, statistical data as indices of progress; third, activities that have had unusual development during the period covered by the report; and, fourth, movements for the standardization of extension courses.

The data here presented were secured from two sources, as follows:

1. Published reports and bulletins issued by the various extension divisions, sent in response to a request for such material as would set forth activities and indicate lines of development and progress during the two years covered by the report.

2. Answers to questionnaires.

I. EXTENSION ACTIVITIES

Dean L. E. Reber, of the extension division in the University of Wisconsin, whose services in the field of extension are outstanding, has suggested¹ that extension services should be divided into *formal* instruction and *informal* service. By formal, instruction is meant correspondence or home study; class instruction involving systematic and consecutive teaching; study group programs involving a definite program of study for a period of time; short courses, institutes, and conferences, given on the campus or in centers throughout the State; and radio lectures of an organized and consecutive sort. The aim of this type of instruction is systematic and consecutive teaching resulting in the permanent acquisition of a definite portion of knowledge. By informal service is meant service involving flexible methods and materials. The results are often inspirational and informational, but are less permanent than the results of formal instruction. The latter type of service is represented in our general university extension program by a great group of activities which might appropriately be styled the service line of university extension.

A large majority of institutions place great emphasis on the formal side of extension work, and this service may be said to constitute the backbone of university extension. Formal instruction may be of both credit and noncredit types. The credit type covers courses given either by correspondence or class work off the campus, or by means of radio, which are in all essential respects equivalent to courses given on the campus, and with the same prerequisites that are enforced on the campus. Noncredit courses are given by correspondence, class work, radio lectures, study club outlines, etc., the aim being to educate and to give the benefits of college instruc-

¹ Proc. National University Extension Association, Madison, Wis., May 8, 9, and 10, 1924, p. 27.

tion without any thought of credit in the institution. It is but fair to say that many of the noncredit courses are in all essential respects of college grade, and it is also true that many of them are much below college grade. For instance, courses for college entrance are often given by correspondence, and courses for teachers' examinations are sometimes offered in this connection. Many other courses that meet special requirements of noncollege grade are included in the list.

In the list of informal instruction and service lines, a survey of the literature reveals the following: Lectures, both singly and in series; lyceum courses; general radio broadcasting, including lectures and entertainment features; package library service; visual education service, including the distribution of films, slides, art collections, exhibits and stereographs (some of this material is used for entertainment features, but a large part of it is educational and informational); general information service, including the answering of inquiries and questions of various groups and individuals throughout the State; women's club work; conducting high-school debating leagues; high-school athletic associations; school and community drama service; school and community music service; bulletin service; contests in literary and other events; school service, especially rural service; welfare week-ends; conducting of Good Roads essay contests; health service; special fair exhibits; workers' education; technical service; library extension service other than package library service; debate and public discussion outside of, or in addition to, high-school service in this line; Government research or municipal reference bureau; service to women's clubs in assisting in the organization and extension of activities; play and recreation service; community institutes; community center aids; surveys (economic, social, and school); short graduate medical courses; assistance in community organization and improvement; assistance in problems of rural economy and sociology; surveys, information, etc., on community and industrial relations; high-school visitation; music extension; fostering bible study in high schools; forestry extension service; engineering extension service; citizenship education; retail salesmanship, including short courses and institutes on business.

TABLE 1.—*Extension activities of institutions*

Name of institution	Correspondence	Class instruction	Public information ¹	Public lectures	Visual instruction	School or community service	Institutes, conferences, and short courses	P. T. A. or other club service	Study club programs	Community drama	Home reading course	Graduate medical lectures	Labor education	Municipal reference	Lyceum	Physical training and high-school athletics	Community center	Publications	Community institutes	Radio
University of Alabama	X	X	X	X	X	X	X	X	X											
University of Arizona	X	X	X	X	X															
University of Arkansas	X	X	X	X	X			X												
University of California	X	X	X	X	X								X							
University of Chicago	X	X	X	X	X															
University of Colorado	X	X	X	X	X		X													
Columbia University	X	X	X	X	X															
University of Florida	X	X	X	X	X		X	X												
Harvard University	X	X	X	X	X		X	X												
Indiana University	X	X	X	X	X		X	X		X					X					
State University of Iowa	X	X	X	X	X		X	X												
Iowa State College	X	X	X	X	X		X	X												
University of Kansas	X	X	X	X	X		X	X												
University of Kentucky	X	X	X	X	X		X	X												
Massachusetts Department of Education	X	X	X	X	X				X				X							
University of Michigan	X	X	X	X	X		X	X												
University of Minnesota	X	X	X	X	X		X	X		X										
University of Missouri	X	X	X	X	X		X	X												
University of Nebraska	X	X	X	X	X		X	X												
University of North Carolina	X	X	X	X	X		X	X												
University of North Dakota	X	X	X	X	X		X	X												
University of Oklahoma	X	X	X	X	X		X	X												
University of Oregon	X	X	X	X	X		X	X												
University of Pennsylvania	X	X	X	X	X		X	X												
Penn State College	X	X	X	X	X		X	X												
University of Pittsburgh	X	X	X	X	X		X	X												
University of South Carolina	X	X	X	X	X		X	X												
University of South Dakota	X	X	X	X	X		X	X												
University of Southern California	X	X	X	X	X		X	X												
University of Texas	X	X	X	X	X		X	X												
University of Utah	X	X	X	X	X		X	X												
University of Virginia	X	X	X	X	X		X	X												
University of Washington	X	X	X	X	X		X	X												
State College of Washington	X	X	X	X	X		X	X												
University of West Virginia	X	X	X	X	X		X	X												
University of Wisconsin	X	X	X	X	X		X	X												
Total	29	30	21	23	21		18	8	4	7	17	3	4	8	6	6	4	12	4	

¹ Including package library service.

In Table 1 an effort is made to set forth the various types of service, both formal and informal, offered by the different institutions under general heads that are typical of the service found in most institutions. All but seven of the institutions give correspondence courses. Of the 29 institutions listed as giving correspondence courses, all except one or two give college credit for such work, a notable exception being Columbia University. A large majority of them also offer correspondence courses of a noncredit grade. Of the 30 institutions offering class instruction, the vast majority give courses of this kind for credit.

Several extension divisions give noncredit class work, among them, California, Columbia, Massachusetts Department of Education, Michigan, Minnesota, North Carolina, and Wisconsin. There is a well-defined tendency to give work in this connection which might be designated as workers' education, or an Americanization program. Noteworthy examples are the University of California

and the Massachusetts Department of Education, in both of which organizations thousands of students are enrolled. This movement follows, somewhat, the lead of the Workers' Education Movement in Great Britain, where tutorial classes have been organized through cooperation between the colleges and the labor organizations. This movement gives promise of splendid results in the program of adult education. A notable by-product is the conclusion reached by those in charge of the movement in Great Britain that adults of non-collegiate grade can, nevertheless, profit greatly by instruction of collegiate grade when such instruction is properly given.

It is interesting to note from the table that, if one takes the first eight lines of service, including correspondence instruction, class instruction, public information, and package library service, public lectures, visual instruction, school or community service, and institutes, conferences, and short courses, one has a large majority of the activities of the various extension divisions. The other activities in which we find three or more institutions participating, up to as many as 12, include 13 different groups of activities. The number of detailed activities included in these groups is indicated by reference to the above list.

II. STATISTICAL STUDY

The list given below indicates the extent of offerings in the two major fields of extension service. The correspondence list carries 48 subjects. Included in the list we find the laboratory sciences of anthropology, bacteriology, botany, chemistry, geology, paleontology, physics, and zoology. The effective teaching of the elementary aspects of the physical and natural sciences is made possible in such institutions as Chicago and Wisconsin by providing small laboratories which are sent to the individual student for experimental purposes. Extra charges for these courses cover the extra cost involved. Reports from these institutions indicate that such an arrangement is satisfactory, and that in this way standard work can be done.

Offerings are more extensive in class centers, with 83 subjects listed, a few of which doubtless overlap.

COURSES OFFERED BY CORRESPONDENCE

- | | | |
|------------------|------------------------------|------------------|
| 1. Accounting. | 8. Chemistry. | 13. Economics. |
| 2. Agriculture. | 9. Church history. | 14. Education. |
| 3. Anthropology. | 10. Comparative religion. | 15. Engineering. |
| 4. Art. | 11. Drawing. | 16. English. |
| 5. Astronomy. | 12. Early Church literature. | 17. Forestry. |
| 6. Bacteriology. | | 18. French. |
| 7. Botany. | | 19. Geology. |

20. German.	30. Meteorology.	39. Preaching and parish ministry.
21. Greek.	31. Music.	40. Psychology.
22. History.	32. New testament.	41. Public school art.
23. History of art.	33. Old testament literature and oriental languages.	42. Religious education.
24. Home economies.	34. Paleontology.	43. Social science.
25. Household administration.	35. Pharmacology.	44. Sociology.
26. Latin.	36. Philology.	45. Spanish.
27. Library economy.	37. Philosophy.	46. Swedish.
28. Library science.	38. Physics.	47. Theology.
29. Mathematics.		48. Zoology.

COURSES OFFERED IN CLASS CENTERS

1. Advertising.	28. Fine arts.	57. Personality analysis.
2. Anthropology.	29. French.	58. Philosophy.
3. Archaeology.	30. Geography.	59. Phonetics.
4. Architecture.	31. Geology.	60. Physical education.
5. Armenian	32. German.	61. Physical science.
6. Art.	33. Government.	62. Physics.
7. Astronomy.	34. Greek.	63. Physiology.
8. Banking and finance.	35. Health.	64. Political science.
9. Biology.	36. Health education.	65. Portuguese.
10. Botany.	37. Hebrew.	66. Psychiatry.
11. Business administration.	38. History.	67. Psychology.
12. Business law.	39. Household arts.	68. Public speaking.
13. Celtic.	40. Household science.	69. Real estate.
14. Chemistry.	41. Hygiene.	70. Rhetoric.
15. Chinese.	42. Indo-Iranian.	71. Rumanian.
16. Commerce.	43. Industrial management.	72. Salesmanship.
17. Commercial education.	44. Italian.	73. Scandinavian.
18. Corporation finance.	45. Japanese.	74. Selling and advertising.
19. Cost accounting.	46. Journalism.	75. Semitics.
20. Dentistry.	47. Law.	76. Siamese.
21. Drawing.	48. Library economy.	77. Slavonic.
22. Economics.	49. Mathematics.	78. Social science.
23. Education.	50. Medicine.	79. Sociology.
24. Engineering.	51. Money and banking.	80. Spanish.
25. English.	52. Music.	81. Speech.
26. Factory manufacturing.	53. Nature study.	82. Surgery.
27. Finance.	54. Neurology.	83. Zoology.
	55. Oriental seminary.	
	56. Palidology.	

Tables 2 to 4 give statistical data concerning correspondence study and class centers. Table 2 shows the number of new enrollments and the number of individual students enrolled for each of the years 1921 to 1924. By enrollment is meant registering for a correspondence course of unit of instruction. By number of individual students is meant the number of different persons enrolling for correspondence study or class center work. While data are incomplete, the evidence of growth both in enrollments and in number of individuals served is conclusive. Total new enrollments reported for 1921 and 1922 are 81,362, and for the biennial period of 1923 and 1924 the number is 102,925. In individual students enrolled the numbers for the two biennial periods are 49,672 and 57,323, respectively.

TABLE 2.—Number of new enrollments and number of individual students enrolled for correspondence courses

University ¹	Number new enrollments in correspondence courses for years indicated				Number individual students for years indicated			
	1921	1922	1923 ²	1924	1921	1922	1923	1924
University of Alabama.....	98	167	245	390	98	167	245	390
University of Arizona.....	202	228	215	226	135	149	143	163
University of Arkansas.....	261	490	325	527	230	433	285	475
University of California.....	4,387	5,036	5,060	5,980	(³)	(³)	(³)	(³)
University of Chicago.....	4,476	4,709	4,729	5,248	(³)	(³)	(³)	(³)
University of Colorado.....	517	603	875	1,060	(³)	(³)	(³)	(³)
Columbia University.....	(³)	(³)	(³)	827	(³)	(³)	(³)	(³)
University of Florida.....	(³)	(³)	(³)	3,947	(³)	(³)	(³)	(³)
Indiana University.....	847	940	1,005	1,131	742	798	884	992
Iowa State College.....	25	25	16	17	23	21	16	17
University of Iowa.....	(³)	(³)	(³)	1,108	(³)	(³)	(³)	961
University of Kansas.....	2,113	2,485	2,306	2,110	1,597	1,895	1,801	1,664
University of Kentucky.....	(³)	(³)	408	522	(³)	(³)	(³)	350
Massachusetts Department of Education.....	5,282	6,362	4,981	4,796	3,707	4,090	3,034	2,639
University of Minnesota.....	888	1,149	1,302	1,386	779	1,012	1,146	1,235
University of Missouri.....	868	937	1,629	2,060	713	797	965	1,519
University of Nebraska.....	709	1,154	1,163	1,279	861	926	931	967
University of North Carolina.....	111	245	609	1,232	111	202	376	838
University of Oklahoma.....	(³)	356	1,362	1,216	(³)	917	1,309	1,180
University of Oregon.....	1,136	1,110	1,228	1,417	828	885	947	1,064
Pennsylvania State College.....	1,300	1,550	1,420	3,450	580	740	850	1,690
University of Southern California.....	(³)	(³)	28	174	(³)	(³)	28	174
University of Tennessee.....	(³)	(³)	178	339	(³)	(³)	150	262
University of Texas.....	2,706	3,366	4,247	5,253	1,924	2,351	2,596	3,395
University of Utah.....	670	534	625	582	(³)	(³)	(³)	(³)
State College of Washington.....	370	476	492	524	126	187	264	282
University of Wisconsin.....	11,505	10,269	10,566	11,164	10,892	10,156	10,103	10,774
Total.....	38,471	42,791	45,014	57,965	23,346	26,326	26,072	31,251

¹ The Universities of South Carolina and Virginia do not give correspondence courses.² No figures available.

TABLE 3.—Number of enrollments and number of individual students in class centers

University ¹	Number of enrollments for years indicated				Number of individual students for years indicated			
	1921	1922	1923	1924	1921	1922	1923	1924
University of Alabama.....	403	673	1,016	1,020	403	673	1,016	1,020
University of Arizona.....	177	184	134	165	161	146	131	154
University of Arkansas.....	82	142	716	840	(³)	(³)	(³)	(³)
University of California.....	19,755	18,976	23,464	30,133	9,876	(³)	(³)	(³)
University of Colorado.....	2,550	2,092	1,728	1,858	(³)	(³)	(³)	1,482
Columbia University.....	(³)	(³)	(³)	17,846	(³)	(³)	(³)	(³)
Indiana University.....	5,419	6,609	7,264	7,334	3,283	5,044	5,254	5,474
Iowa State College.....	1,012	1,048	1,054	1,526	(³)	(³)	975	1,426
University of Kansas.....	626	620	377	494	582	574	354	427
University of Kentucky.....	(³)	(³)	926	1,226	(³)	(³)	(³)	671
Massachusetts Department of Education.....	23,141	26,745	27,751	30,011	(³)	(³)	(³)	(³)
University of Minnesota.....	7,802	7,269	7,237	8,315	4,847	4,461	4,272	4,500
University of Missouri.....	111	6	121	110	111	6	121	110
University of Nebraska.....	1,022	545	699	709	954	432	538	594
University of North Carolina.....	46	199	696	1,406	46	199	600	1,257
University of Oklahoma.....	183	423	675	867	(³)	(³)	(³)	(³)
University of South Dakota.....	(³)	(³)	107	297	(³)	(³)	107	297
University of Oregon.....	2,585	3,106	3,650	3,944	(³)	(³)	(³)	(³)
Pennsylvania State College.....	580	645	1,300	1,935	200	210	430	635
University of Southern California.....	(³)	(³)	406	1,752	(³)	(³)	406	840
University of Texas.....	166	159	211	159	162	133	205	159
University of Utah.....	1,668	1,898	1,424	3,387	(³)	(³)	(³)	(³)
University of Virginia.....	415	585	340	242	390	478	279	281
State College of Washington.....	374	425	1,092	947	345	394	987	836
University of Wisconsin.....	3,212	4,334	4,749	(³)	(³)	(³)	(³)	(³)
Total.....	71,329	76,183	87,137	116,523	21,319	12,750	15,673	20,211

¹ The University of Florida reports information not available, and South Carolina and Iowa State Universities have no class center service. Chicago has no extension class center service, though it conducts a down-town college in the city of Chicago.² 33 in 1923 and 26 in 1924 enrolled as "auditors with no credit."³ No information available.

TABLE 4.—Number of courses completed by correspondence and in class centers

University	Number of correspondence courses completed for years indicated				Number of courses completed in class centers for years indicated			
	1921	1922	1923	1924	1921	1922	1923	1924
University of Alabama.....	87	150	220	350	360	600	915	918
University of Arizona.....	58	78	79	85	83	66	92	108
University of Arkansas.....	132	194	188	(1)	(1)	(1)	(1)	(1)
University of California.....	960	1,148	1,212	1,431	(1)	(1)	(1)	(1)
University of Chicago.....	2,389	2,536	2,669	2,989	(1)	(1)	(1)	(1)
University of Colorado.....	(1)	(1)	(1)	827	(1)	(1)	(1)	(1)
Indiana University.....	339	446	504	595	4,996	5,081	5,615	5,802
Iowa State College.....	(1)	(1)	16	17	(1)	(1)	910	1,300
University of Kansas.....	651	845	1,090	945	438	430	265	342
University of Kentucky.....	(1)	(1)	210	(1)	(1)	(1)	(1)	(1)
Massachusetts Department of Education.....	3,422	4,899	6,558	4,301	12,170	14,421	12,817	15,806
University of Minnesota.....	396	445	582	684	(1)	(1)	(1)	(1)
University of Missouri.....	523	585	668	944	105	6	90	110
University of Nebraska.....	(1)	334	453	546	(1)	(1)	(1)	(1)
University of North Carolina.....	(1)	134	357	900	(1)	158	520	1,114
University of Oklahoma.....	(1)	(1)	(1)	(1)	183	423	675	867
University of Oregon.....	298	359	387	458	(1)	(1)	(1)	(1)
Pennsylvania State College.....	390	425	360	640	405	425	820	1,235
University of Tennessee.....	(1)	(1)	50	98	(1)	(1)	50	138
University of Texas.....	2,438	2,826	3,578	4,524	153	113	209	147
University of Virginia.....	(1)	(1)	(1)	(1)	188	469	278	120
University of Wisconsin.....	4,436	4,563	6,334	8,058	2,238	3,043	3,903	(1)
Total.....	16,509	19,967	25,515	28,392	21,319	25,235	27,159	28,002

¹ Information not available.

III. NEW LINES OF SERVICE, OR LINES HAVING UNUSUAL DEVELOPMENT DURING THE BIENNIUM

Requests were sent to the different extension divisions asking for information concerning new lines of extension activities begun during the years 1923 and 1924. The results of that inquiry are here indicated:

University of Alabama: Development of package library service to high schools; community service; employment of full-time expert for visual instruction bureau.

University of Arkansas: Broadcasting station established for lectures and entertainment programs; publication of monthly bulletin of public service; circulation of print collection of 300 prints in color.

University of Indiana: Nutrition institute for the State; regional antituberculosis institutes for the States of Indiana, Ohio, Illinois, and Kentucky.

University of Kentucky: Development of women's club work.

Massachusetts Department of Education: Courses broadcasted by radio.

University of Missouri: Play and recitation service; extension class centers developed.

University of North Carolina: Visual instruction service inaugurated.

University of Oklahoma: Workers' education service begun.

University of Oregon: Americanization work; radio broadcasting of university lectures; local history contests; development of welfare week ends, the aim being to give people of the communities practical demonstrations of the services of various State agencies.

Pennsylvania State College: Foreman training; utility economics.

University of South Carolina: Package library service inaugurated.

University of South Dakota: Inaugurated service to debating in the high schools.

University of Southern California: Inaugurated courses in real estate under correspondence study, department.

University of Virginia: Temporary organization of Virginia society for crippled children; home reading courses of Bureau of Education; institutes of citizenship; publication of News Letter edited by the department of rural economics and rural sociology; championships in tennis, current and monthly high-school publications, and prizes for the best verse and short story, inaugurated through Virginia High School Literary and Athletic League; package libraries.

State College of Washington: Inaugurated classes in salesmanship and personnel efficiency. These classes are conducted intensively for a period of two weeks each.

In response to the request, "Please give details concerning lines of service that have had unusual development for the years 1923 and 1924," the following information was obtained:

Visual Instruction: The University of Alabama reports that visual instruction made rapid strides, stating, "We obtained the services of a full-time expert, bought some \$2,000 worth of material, and circulated reels of high-grade educational pictures." The University of Colorado reports that motion-picture service, slide service, and art prints were distributed throughout the State. In motion pictures, 144 reels, 41 recreational and 103 educational, were distributed. The educational films were classified under industrial, scenic, historical, patriotic, and health. Seventy-one sets of stereopticon slides on patriotic, scenic, industrial, scientific, and general topics, including war slides, health, religious, etc., were distributed. There were 97 communities served, with a reported attendance of 65,351. The service was well distributed throughout the State, according to the report of the director of extension.

Community Service Work: The University of Alabama reported that the community service work was very successful, more than 500 lectures and addresses being delivered in the State.

Women's Club Work: The University of Alabama reported that the women's club programs furnished by the extension division were very widely used, more than 6,000 women being enrolled in groups in which programs were used. The University of Kentucky also reported unusual development in their women's club work program.

Workers' Education: This phase of extension work had unusual development in the Universities of California and Oklahoma and in the Massachusetts Department of Education. In California hundreds of classes were organized, and these were attended by thousands of students. In addition to the class work, the extension division supervised a number of lectures for the benefit of workers. The University of Oklahoma reported the organization of 24 classes in workers' education, with subjects as follows: Philosophy, 6; economics, 1; psychology, 4; English, 5; arithmetic, 5; debating, 1; Spanish, 1; shorthand, 1. According to the director of extension, 366 persons enrolled in these classes. The work is received with great enthusiasm. In addition to the class work, lecturers in workers' education visited 42 communities, lecturing to 3,550 persons, and holding personal interviews with some 1,250. The total number of persons served through the workers' education program is estimated at 5,282. In the class work special textbooks are used, and the classes constitute discussion groups. The work is for both men and women, and for all trades and occupations.

The adult alien education under the supervision of the extension division of the Department of Education of Massachusetts, as authorized by the general laws of that State about 1920, has had a steady development since it was inaugurated. The work is conducted in what is known as English and citizenship classes in evening schools, in factories, and in neighborhood classes (clubs, homes, churches, day classes). While reports for 1924 were not available, the 1923 report indicates a total of 1,567 classes organized, 849 being in evening schools, 306 in factories, and 412 in neighborhood classes. The work is carried on under the provisions of the law, through the cooperation of industrial plants and public schools, under the general supervision and direction of the extension division. Statistics show that factories in 34 cities and towns cooperated in conducting adult immigrant classes during the school year 1922-23, while 113 cities and towns operated under the provisions of the law in carrying out this type of education. Of these, 74 employed full-time or part-time directors and supervisors for this type of work. Enrollment in classes for adult immigrants increased from 9,030 for the first year after the passage of the act to 27,658 for the year 1922-23.

Merchants' institutes represent types of unusual activity in the Universities of Colorado and Kansas. In Colorado the institutes are held for a period of four to five days, usually under the auspices

of the local chamber of commerce and the university extension division. One or more specialists are brought in for two periods a day for lectures and discussions. These institutes are entirely supported by the local merchants and those desiring to take the course. Statistics indicate that the institutes are largely attended and are very fruitful in stimulating merchants to bring about better business conditions and closer cooperation between the farmers and the business interests of the town. The following is a program showing the topics discussed at a merchants' institute held at Trinidad, Colo., November 2-6, 1925:

Monday, November 2—

9.30 a. m. "Planning for More Business."

7.30 p. m. "The Winning Salesman."

Tuesday, November 3—

9.30 a. m. "How to Get returns from Advertising Expenditures."

7.30 p. m. "The Human Side of Retailing."

Wednesday, November 4—

9.30 a. m. "Retail Credits and How to Control Them."

Noon. "The Merchant and His Problem."

7.30 p. m. "Knowing the Goods You Sell."

Thursday, November 5—

9.30 a. m. "Cost of Operating Retail Stores in Colorado."

Noon. "Building a Community."

7.30 p. m. "Fundamentals of Business from the Personal Standpoint."

Friday, November 6—

9.30 a. m. "How to Write Advertising that Pulls."

Noon. "Teamwork for Community Development."

7.30 p. m. "Cashing in on Sales Opportunities."

The director of extension in the University of Kansas reports that the greatest development in any single activity of extension work during the year 1924-25 was in the merchants' institutes, in which programs were offered in cooperation with the local commercial organizations, ranging in length from two to five days. Speakers were furnished both from the university faculty and specialists from outside to discuss the special problems of retail merchants and general problems having to do with community development. These institutes were conducted in 12 communities, the communities in general bearing practically all of the expenses. The university assisted in only a few cases in bearing the administrative expenses. In addition to general lectures on salesmanship, advertising, store management, etc., regular courses were conducted in such special subjects as show-card writing, window trimming, preparing advertising copy, and accounting. The purpose of these courses is to provide both the

employers and the employees in retail stores with the benefit of the experience of the most successful retailers throughout the country, as well as the information accumulated by such agencies as the Graduate School of Business Research of Harvard University, and many large commercial organizations which are conducting special investigations along retail lines. In addition to the merchants' institutes, a merchants' short course is annually held at the University of Kansas.

Municipal research had unusual development in the University of Colorado: The Bureau of Government Research is headquarters for the Colorado Municipal League, and as such serves as a clearing house of information for municipal officials. Studies requiring investigation, such as installation of bookkeeping systems, efficiency studies of municipal departments, etc., are made for cities or civic organizations at cost; that is, actual necessary traveling expenses. Surveys and reports for State departments, counties, school districts, and towns and cities, covering specific problems confronting these organizations are made and recommendations made looking toward securing greater economy and efficiency in administration. Assistance in legislative drafting is also furnished. The bureau is the headquarters for the State Association of Commercial Organizations, and, as such, renders assistance to chambers of commerce and other commercial and civic organizations in dealing with their problems of organization and operation.

Child health clinics were also a feature of progress made in extension in the State of Colorado. Five State organizations that engage in State-wide health work cooperate in these conferences and clinics, including the Colorado Tuberculosis Association, the State board of health, State dental association, Colorado child welfare bureau, and the bureau of community organization of the extension division. These conferences and clinics are held for the purpose of giving physical examinations to children, preferably children of pre-school age, and of furnishing parents of such children with information concerning the results of the clinics. In addition to the clinics, public lectures on health are given in the community in which the clinics are being held.

Correspondence study work, or class center work, or both, had unusual development, according to reports from the Universities of Indiana, Missouri, North Carolina, Oregon, South Dakota, and Texas.

In Indiana the number of different students enrolled in class centers increased from 3,233 for 1921-22 to 5,406 in 1923-24, an increase of approximately 50 per cent during the biennium.

The development in correspondence instruction in the University of Missouri has been in the general field of agriculture, including animal husbandry, entomology, farm management, field crops, horticulture, poultry husbandry, and soils. These are noncredit courses.

From November 1, 1922, to October 31, 1924, figures furnished for Missouri show that there were 49 extension class centers and 139 different classes conducted. There were 2,307 registrations by 2,158 different students in these classes. University professors traveled to these 49 communities once or twice each week to meet the classes. The director reports that center classes and correspondence instruction work doubled in size during the biennial period.

The University of Oregon had almost 30 per cent increase in enrollments in correspondence study and class centers during the biennial period, notable growth being reported from the Portland center.

The University of South Dakota reports that its correspondence study work has been trebled during the biennial period.

The University of Texas has had an increase of approximately 60 per cent in enrollments for correspondence work during the biennial period.

Package library service had unusual development in the Universities of Indiana, South Carolina, Kentucky, and Texas. In Indiana the circulation increased for the biennial period from 2,359 to 3,812. This service for 1923-24 was furnished to 413 communities, serving 28,212 persons. Hundreds of modern, everyday topics of interest to the people were the bases of package libraries.

The University of South Carolina, through its director of extension, reports that in 1923-24 the package library service had its greatest growth, its work being shown in the following figures: Plays distributed, 2,414; readings, 15,018; reference books, 306; package libraries, 2,466; articles, 15,544; club programs, 735; reading courses, 62.

The University of Kentucky reports a large increase in package library service and study-club programs in connection with the development of women's clubs in the State in 1924. The increase in circulation of package libraries in the University of Texas has been from a little more than 10,000 in 1922 to 12,700 in 1924, an increase of about 30 per cent. There were 1,800 permanent package libraries distributed on more than 1,000 different subjects.

Radio courses were broadcasted by the extension divisions of the University of Arkansas, University of Pittsburgh, University of Oregon, Pennsylvania State College, University of Florida, the Massachusetts Department of Education, and the University of Wisconsin.

In 1924 the Legislature of Florida appropriated \$50,000 for a radio broadcasting station to be placed in the University of Florida under the supervision of the general extension division. Of especial interest in this connection is a report on Massachusetts university extension courses given from Westinghouse Electric broadcasting station WBZ, as reported by Director James A. Moyer. In the

fall of 1923 Director Moyer, with Mr. Dennis A. Dooley, supervisor of university extension classes, saw the utility of radio for purposes of sound instruction, and devised a plan for broadcasting university lectures. It was arranged with G. H. Jaspert, director of station WBZ, Westinghouse Electric Co., to broadcast through that station. The following courses have been given: Household management; radio reception for amateurs; music appreciation; contemporary American literature; short story writers; French lessons; and the making of a music lover. These courses were given largely by members of the faculties of universities, colleges, and public schools. There were from 8 to 10 lectures in each course, with a total of 1,636 students enrolled. An enrollment fee is charged each student, the purpose being to aid in defraying expenses. This matter was arranged in the following manner: Those who desired to receive mimeographed study material and to do the prescribed assignments of study and reading, and receive a special radio certificate, sent an enrollment fee of \$1 to the Department of Education, Boston. Paid enrollments have been received from Canada and from more than one-half of the States of the American Union. They came from as far west as the Rocky Mountains, and as far north as Newfoundland and Labrador. The director states that the experiment is entirely satisfactory, that the work will be continued, and that new courses will be planned to meet developing interests. Among the new courses planned to begin soon after the report was made are: Chief English writers of our day, French conversation and literature, and business psychology. The director further states that there are undoubtedly tremendous possibilities in this method of providing education for adults who want an education, and broadcasting courses will become a significant part of the work done by the Massachusetts Department of Education.

The beginning that has been made in giving courses by radio indicates the possibilities for service in this direction. It is evident from the experiments made that lecture courses, foreign languages, social sciences, and other courses of a similar nature can easily be given by this method, which combines the lecture with written reports. The experience which we have had in this connection indicates that in the future the lecturer may have thousands of students in his classes. This type of work is not confined to universities and colleges. A prominent pastor of one of the Dallas (Tex.) churches now has more than 25,000 students enrolled in his Sunday school lecture class, to whom he lectures every Sunday afternoon from 6 to 7.

A course in real estate is offered by the correspondence study department of the University of Southern California. This course

was adopted by the State Real Estate Association; 58 classes have been organized to pursue the work.

An institute of one week is held in the University of Washington in which graduate medical lectures by the most noted physicians of America and England are given for the benefit of the physicians of the State. In like manner a graduate nurses' institute of intensified advanced instruction is given for graduate nurses each year.

The University of North Carolina offers graduate medical lectures in various communities of the State throughout the summer months. These institutes may be secured by any community in which a sufficient number of physicians desire to secure such lectures and will pay the necessary fee. The work is entirely self-supporting and the university secures for this service outstanding authorities in the United States. The movement has been eminently successful in North Carolina.

Another type of extension service in which North Carolina has taken a position of leadership is the work of the Bureau of Community Drama, working in cooperation with the Carolina Playmakers. The latter is an organization of students and faculty in the University of North Carolina. The purpose of the playmakers is to produce plays as a part of the work in English in the university, and to stimulate the development of play writing of local flavor throughout the State. The purpose of the Bureau of Community Drama is to assist communities in staging native Carolinian plays. Contests in playwriting and playproduction are held and State-wide awards made on the basis of the best production and the best performance. The work has proved eminently successful in that State.

EXTENSION ACTIVITIES WORKING IN CLOSE COOPERATION WITH THE PUBLIC SCHOOLS

An interesting phase of university extension development has been the tendency in certain quarters to work through the public schools, or to cooperate with them in the solution of some of their problems. The director of extension in the University of Virginia reports that "the most outstanding development in the past two years has been in the high-school league, which has extended its activities and effected its organization for the conduct of athletic and literary contests throughout the State." An example of this type of service which has attracted considerable notice throughout the country is found in the University Interscholastic League Bureau of the division of extension of the University of Texas. The work is in the nature of an extension service offered to the schools of the State by the university. Rules and regulations governing the 28 different contests have been worked out, and the conduct of the league is in the hands of an executive committee composed of members of the faculty, appointed annually by the president of the

university. Schools joining the league agree to abide by the rules and regulations and the decisions of the executive committee in all matters of dispute. Member schools pay a graduated fee ranging from \$1 to \$8, depending upon the size and classification of the school.

There is a county executive committee in each county, and a district executive committee in each of the 32 districts into which the counties are grouped. These committees pass on matters of eligibility with respect to their territory, conduct county and district meets, etc.

The winners in the various events in the county meet represent the county in the district meet, and the winners in the district meets in general are brought to Austin in May of each year for the final State championship contests. The pupils are divided into various groups on the basis of schools and ages, and contests are held according to certain eligibility requirements, one of which is that a pupil must be a bona fide student and must be passing in at least three-fourths of his work before being allowed to participate in the contests. Contests are conducted in football, basket ball, track and field events, tennis, debate, declamation, essay-writing, music memory, spelling, journalism, and arithmetic.

Each of the various contests—local, county, district—represents eliminations and the selection of winners for the next higher contest. The winners in the State contests are given the title of champions for the State, and are awarded suitable trophies. Approximately 4,000 schools are annually enrolled in the league. Many thousands of students participate in local, county, and district meets, bringing to the schools hundreds of thousands of parents and stimulating an interest not only in these activities, but in the work of the school in general. Approximately 1,200 boys and girls are active participants in the final State meet. The benefits to the State in raising the standard of scholarship for athletes, and in stimulating better scholarship and educational activities in literary events, have been outstanding.

Another type of extension service in the University of Texas, which works directly through the public schools, is the nutrition and health education program. This program includes two aspects: (a) School-health programs are fostered through the organization of what is known as the Health and Happiness League. Public-school classes become members of this league upon the payment of a nominal fee, and the teachers of the classes agree to use graded lessons on health habits and how to form them, which are furnished to the teachers weekly by the bureau during the school year. (b) A nutrition and health education institute is held each year in connection with the Texas State Teachers' Association meeting, and to this are brought some of the leading authorities on health education in the United States. The bureau also conducts conferences

and furnishes suggestions on health habits and their formation to organizations and individuals throughout the State. Special lectures on health work are provided, and club programs on health education are furnished the club women through the cooperation of the package loan library bureau. Posters and exhibit material are furnished to community, county, and sectional fairs throughout the State.

A unique feature of the health program is the conducting of an experiment in rat feeding, which is carried on in the grades of the public schools under the direct supervision of a nutrition specialist from the university. This experiment has stimulated interest in the work and has been beneficial to communities in which it has been held.

There is a well-marked tendency in certain extension divisions, including the University of Texas, to direct the activities of the visual instruction work in the line of service to public schools in classroom teaching. Films and slides of an educational nature are provided and are sent out to schools desiring to use them in connection with their class instruction. The slide service has been particularly helpful in Texas, where sets of slides worked out on a given topic, with a view to their use in classes in geography, history, nature study, literature, architecture, etc., have been made available. An effort has been made to secure pictures of Texas wild flowers, birds, farm life, and shipping. Various phases of Texas industrial activities, points of historical interest, types of Spanish architecture, etc., have all furnished material for slides. Material has not only been furnished in this way, but an effort has been made to develop technique for its use in the classroom. Reports indicate that the effort has been quite successful.

The extension division of the University of Oklahoma reports a program of tests and measurements, conducted in the public schools, which has stimulated an interest in the test and measurement movement and a knowledge of how to use tests to advantage in the solution of administrative and classroom problems.

The University of North Carolina is fostering a movement, which gives much promise, of furnishing from the university well-trained instructors in education who organize classes in the various communities of the State for the benefit of public school teachers and others interested in the study of education. Practical courses, which the teachers and administrators may use in their daily work, are given, and thus the most advanced thought in educational practice is passed directly to the teachers and school officials. A new organization of this sort in the University of Louisiana has had encouraging success during the last year, and points the way to still greater service in this direction.

The "package library service" in several States is finding its greatest field of usefulness through the public schools. Lists of sub-

jects on which package libraries are available are sent to teachers of English, and from these lists subjects are assigned to pupils for composition work. Pupils secure the package libraries from the university and work out the material for the composition. Such service is of special benefit in those States where public libraries have been slow of development.

Several extension divisions conduct school surveys and school studies. In some cases the study is limited to a single system of schools, and in others it extends to the schools of an entire county. The benefits to the communities studied are unquestionable. They, moreover, stimulate a closer study of school conditions throughout the State.

IV. EXTENSION PRACTICES AND EFFORTS AT STANDARDIZATION

Several studies have been made of practices throughout the country with respect to various aspects of extension work. The most comprehensive one was the study made by a committee appointed at the St. Louis meeting of the National University Extension Association in 1923. The report of this committee was made at the meeting of the association in Madison, Wis., May 8-10, 1924. The committee consisted of W. D. Henderson, director of extension, University of Michigan, chairman; J. C. Egbert, director of extension, Columbia University; H. F. Mallory, director of extension, University of Chicago; W. H. Lighty, secretary of correspondence study, University of Wisconsin; and F. W. Reynolds, director of extension, University of Utah.

The full report of the committee has been published both in the Proceedings of the National University Extension Association, Madison, Wis., meeting of 1924, and also as a special bulletin published by the National University Extension Association. Only a very brief summary of the report will be given here.

The following summary is taken from the committee report:

(a) *Institutions offering extension credit courses.*—Practically all the educational institutions of university grade in this country now have more or less well-established extension divisions as a part of their regular university organization. The notable exceptions are Princeton, Cornell, Ohio State University, and the University of Illinois. It should be noted, however, that the last three institutions named have well-organized agricultural extension departments, but no extension divisions including all phases of academic university activities. Illinois offers a limited amount of extramural work by class instruction through the college of education only.

(b) *Enrollment in university extension credit courses.*—The enrollment in extension credit courses in the institutions enumerated in this report at the close of the last fiscal year was as follows: Extension credit courses, class instruction, 81,550; extension credit courses, correspondence study, 37,400; total enrollment (nearly), 119,000.

From the figures given it is computed that, of the total extension enrollment as given above, 65 per cent represents the total student enrollment; that is, the number of different students enrolled in university extension credit courses during the past fiscal year was, in round numbers, 77,000.

(c) *Extension credit courses like or unlike residence courses.*—In 29 of the 40 institutions listed, extension credit courses are practically the same in character and content as are the corresponding courses offered on the campus.

Extension credit courses differing in certain particulars from the courses given in residence are offered by 11 institutions. In most cases this difference is very slight. In general, the object of this modification is to meet certain peculiar local situations and special cases. It should be noted in this connection, however, that in the case of practically all institutions coming within this latter classification, the courses which differ in any particular from those listed in the regular semester, term, or summer announcement are organized in practically all cases with the approval of the head of the academic department concerned, and in a number of cases approval is required also by the dean of the department or other administrative officer.

(d) *Range and content of subjects offered.*—The data here presented reveal the fact that a grand total of about 5,000 courses are offered through university extension. These courses include 75 different general subjects. By the term "general subjects" we mean department subjects, as, for example, economics, mathematics, philosophy, etc.

(e) *Instructors.*—Twelve of the institutions listed employ as instructors in extension credit courses members of the resident faculty only. In the remaining 18 cases, additional instructors are employed; that is, instructors other than those of the regular resident faculty. In the great majority of these cases, however, such nonresident or special instructors are approved and appointed in accordance with the usual official procedure governing the appointment of members of the resident staff. There are a few exceptions to this rule, however.

(f) *Cost of instruction.*—In the case of extension courses by class instruction, 27 of the institutions giving more or less complete information as to the cost of instruction reported as follows:

Number paying a fixed fee per unit of class work independent of the rank of the instructor.....	10
Number of institutions grading the fees strictly according to the rank of the instructor.....	7
Number of institutions in which variation in instructors' fees depends upon the distance of the class center from the base, the need for special instruction in individual cases, income from the class, and various other conditions.....	10

In the case of correspondence study, a few institutions pay a fixed fee per course, as is done in class instruction. Others pay a definite fee per student per unit of credit. Most institutions, however, pay from 25 to 50 cents per assignment for the reading and correction of papers.

(g) *Preparation and method of conducting correspondence courses.*—Correspondence study outlines are, in general, prepared by regular faculty members, such outlines being subject to the approval of the director of the extension division and, of the dean of the department concerned. In general, the reading, correction, and instruction given in connection with correspondence study assignments are done by regularly appointed instructors who have the specific courses in charge. In a few cases, persons below the academic rank of instructor are employed to read and grade papers. The appointment of such persons, however, is in general subject to the approval of the director of the extension division and the head of the department giving credit.

(h) *Income from extension credit courses.*—For extension credit courses by class instruction the fees paid by the students vary from \$2 per unit of credit to \$15. The average fee received, as reported by 30 institutions, is \$5 per credit hour.

The fees received for extension credit courses by correspondence study cover about the same range as in the case of class instruction.

Of the 29 institutions reporting definitely as to the relation of income from extension credit courses to the total cost of conducting the same, 23 report that the fees received are sufficient to cover practically the cost of maintaining the courses, not including office overhead.

(i) *Residence requirements for graduation.*—In general the institutions listed require one year of residence work for graduation, this year in the great majority of cases being the senior year.

In nearly all cases, extension courses do not count as residence courses. There are a few exceptions, as follows: In Indiana, a year's work for the master's degree may be taken in extension classes and counted as residence work; in Minnesota, extension credit courses offered in St. Paul, Minneapolis, and Duluth are recognized as meeting residence requirements for the B. A. degree; in Oregon, extension courses in the Portland center count as residence work; in Pittsburgh, in some special cases; in Syracuse, courses by extension count as residence work; in Wisconsin extension classes in the Milwaukee district are being developed under university administration as residence courses; at Yale, extension courses given under the direction of the department of education count as residence work.

(j) *Undergraduate credit allowed for extension credit courses.*—Of the 35 institutions furnishing data, 3 report "no ruling" as to the total number of hours of credit which may be earned through the medium of extension credit courses; 9 allow one year of credit toward graduation; 11 allow two years; the remaining 12 institutions have set no special limit, subject to the restriction incident to the requirement of the senior year in residence and certain special courses which require the work to be done in residence.

In general, students are allowed to take as many hours of extension credit work as they can carry satisfactorily, this last point to be determined by the director of the extension division in conference with the instructor in charge.

Twelve institutions reporting do not permit students to carry extension credit courses while in residence. The remaining 23 institutions permit students to carry extension courses while in residence, provided permission is granted by the dean.

(k) *Graduate credit allowed for extension credit courses.*—The question of allowing graduate credit for work done in extension classes is subject to great variation. For example, Chicago allows extension credits earned by correspondence to count toward the doctor's degree under certain specific conditions; Colorado, on the other hand, allows credit toward the master's degree but not for the doctor's degree.

Eighteen universities accept credits for graduate work under certain conditions. In general, such credits are allowed subject to the condition that cases be passed upon individually by the dean of the graduate school.

(l) *Attitude of universities regarding extension credits earned in other institutions.*—The University of Oklahoma accepts full credit for work done only through its own extension division.

The following universities accept extension credits only when the work is done under the direction of regularly organized extension divisions: Columbia, Harvard, University of Pennsylvania, Virginia.

The following universities accept full credit for work done in extension courses from institutions which are members of the Association of American Universities: Alabama, Chicago, Kansas, Missouri.

The following universities accept extension credits from any college or university of "high standing": Kentucky, Michigan, Tennessee, Washington State College.

The following universities accept extension credits from those institutions which are members of the National University Extension Association: Colorado, Minnesota, Missouri, Nebraska, South Dakota.

The following institutions accept no correspondence study credits: Columbia, Harvard, Mississippi Agricultural and Mechanical College, University of Pennsylvania, Virginia.

The following universities accept extension credits that have been approved by the institution from which the credits are transferred: Arizona, California, Chicago, Kentucky, Michigan, Nebraska, North Carolina, Oregon, Tennessee, West Virginia, University of Washington.

The following institutions limit the number of extension credits which they will accept: Chicago, 18 majors, about 60 hours; Colorado, one-fourth of requirements for B. A. degree; Kansas, 60 hours; Kentucky, 32 hours; Michigan, 15 hours; Texas, 60 hours; Washington University, St. Louis, none after the sophomore year.

The following recommendations with reference to the standardization of university extension credit courses, conducted both in class centers and by correspondence study, were adopted by the National University Extension Association at Lexington, Ky., 1922:

(a) *Character and content of extension courses.*—The content of extension credit courses shall be practically equivalent to that of similar courses offered in residence. Such courses shall be approved by the head of the department directly concerned and such other authorities as the rules of the institution provide for, and also the names and numbers of such courses shall appear in the proper place in the general announcement.

(b) *Conditions of admission to extension courses.*—Students shall be admitted to extension credit courses, provided that they satisfy the proper official that they can pursue the courses with profit, and provided that they pay the regulation fee.

(c) *Time allotted for extension class work.*—In the case of direct class instruction, extension credit courses shall involve practically the same number of hours of class instruction as are devoted to similar classes in residence, and in the case of correspondence study the extension courses shall be equivalent in scope to those of the corresponding courses offered on the campus.

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

(e) *Extension instructors.*—All instructors of extension credit courses shall be members of the regular university faculty, or shall be appointed as nonresident members of the faculty, their names to appear in the regular faculty list.

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

(g) *Records.*—In recording extension credit courses, it is suggested that note shall be made that such credits were earned through extension work, either by direct class instruction or by correspondence study.