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PUBLIC EDUCATION OF ADULTS  
IN THE YEARS 1924-1926

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[Advance sheets from the Biennial Survey of Education  
in the United States, 1924-1926]



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## PUBLIC EDUCATION OF ADULTS IN THE YEARS 1924-1926

The term "adult education" has come into general use during the past few years partly because of the wide use of the term in Europe, where large numbers of mature people are continuing their education. But perhaps the term has come into general use in this country more on account of the fact that the words "adult education" have been substituted for the word "Americanization." Since sometime previous to the World War, so-called Americanization classes have been held for aliens who desired to become citizens. To these classes came also native-born citizens that they might learn to read and write the English language. It was most evident that the term "Americanization classes" was not a suitable name for classes or schools to which native-born citizens came that they might become literate in their native language. Adult schools and adult education thus came into general use. The word "Americanization" could not be applied to more than 13,700,000 foreign-born residents. The term "adult education" may have application to all adults.

For the purpose of this report, adult education is assumed to have the following characteristics: (1) It is carried on voluntarily and during the leisure time of a mature individual; (2) the study is seriously undertaken and is pursued under guidance.

During the past biennium there has been much activity in the field of adult education. The idea is slowly developing that the normal individual should continue to make mental adjustments so long as he lives. Education is attained through a successful effort to make proper adjustments to environment. In our day environment is so many-sided, so rich, and so diverse that no one individual can be said to be completely adjusted to it. We have as contributing factors to our environment all that has been preserved from the past, as well as what is happening now. Our marvelous improvement in travel and communication has added greatly to the individual's environment.

So much activity in the field of adult education was sure to result in National and State organizations. In May, 1924, the United States Commissioner of Education, Dr. John J. Tigert, called a national conference on home education, which met in Minneapolis, Minn. At

this conference 33 States were represented by librarians, members of State parent-teacher associations, and university extension officials. The object of the conference was to promote home reading. A committee of seven was appointed at the close of the conference to formulate plans to promote reading in the home. This committee has held two meetings and has recommended that State committees be set up for the promotion of home reading. In a number of States committees are at work on this project.

In 1924 the department of immigrant education of the National Education Association was changed to the department of adult education. This department has grown in numbers and has now on its list of members the workers in the field of adult elementary education in many States.

During 1925-26 regional meetings were held to determine what support there would be for a national organization to promote adult education. In 1926 the American Association for Adult Education was formed. The association has a paid staff with headquarters at No. 41 East Forty-second Street, New York City, and funds are available for the prosecution of the work.

The object of this association is set forth in Article II of the constitution, as follows:

Its object shall be to promote the development and improvement of adult education in the United States and Canada. It shall undertake to provide for the gathering and dissemination of information concerning adult education aims and methods of work; to cooperate with organizations and individuals engaged in educational work of this nature in the task of securing books and instructors; to conduct a continued study of the work being done in this field and to publish from time to time the results of such study; to respond to public interest in adult education and to cooperate in the formation of study groups whether within or without regular educational institutions; to keep its members informed of the achievements and problems of adult education in other countries; to conduct schools and conferences for the instruction and training of those engaged in the work of adult education; and to serve in such other ways as may be deemed advisable.

In the year 1925 the United States Bureau of Education added to its list of specialists one in adult education, whose business it is to collect and distribute data on all phases of the work.

Many groups and societies, upon becoming conscious of the fact that they have been working in the field of adult education, which before was not clearly understood, are purposely making their work more and more educational in nature. For instance, one group which heretofore contented itself with mere entertainment, upon becoming aware that it was largely an educational institution, changed these purely entertainment features to talks and reports of a serious and worth-while nature. The members of most societies like to feel that

they are doing work that is educational, and as they become conscious of this they make it more so.

The nineteenth century is said to have been a time when the rights of childhood were emphasized. The first quarter of the twentieth century witnessed a marvelous growth in the field of secondary education. During that time the attendance in public secondary schools in the United States increased 487.7 per cent. During the same period attendance in elementary schools increased only 37.9 per cent. It is now the belief of many people that the second quarter of the twentieth century is starting with the promise that education will be accessible to all persons in the United States.

The adult-education movement is perhaps partly due to the fact that adults now have more leisure than ever before and also to the fact that the principles of education are better understood. It has been demonstrated that the mind grows by use and that its ability to acquire new concepts does not stop with maturity but is in fact dependent largely upon what it has already acquired. The readjustment of education for the whole of the life of the individual is sure to have very important effects upon the kind of education that is provided for youth.

This report has been made very largely from replies to questionnaires which the bureau sent out and will deal with the progress that has been made during the biennium 1924-1926 in the following fields of adult education:

*First.*—What State departments of education have been doing to promote elementary education of both native illiterates and foreign-born residents who are practically illiterate in the English language.

*Second.*—What city school systems have done to provide educational opportunities for their citizens who did not attend the regular day schools.

*Third.*—What colleges and universities have done to give opportunity to those who for any reason do not go to these institutions.

BIENNIAL SURVEY OF EDUCATION, 1924-1926

TABLE 1.—State activities in adult education

State	Has State enacted legislation promoting adult classes in English and citizenship?		Does State department of education supervise adult classes?		Does State give financial aid to local communities for adult classes?		What per cent of cost of adult classes is provided by State?	Number of local communities in State having classes for foreign-born or native illiterates		Enrollment of adult illiterates and foreign-born in all adult classes in State		Number of institutions in State giving training courses to teachers of adult classes	Has State an illiteracy commission?	
	Yes	No	Yes	No	Yes	No		1924-25	1925-26	1924-25	1925-26		Yes	No
	Alabama			X	X	X		X	50	173	172		5,984	7,193
Arizona	X		X	X	X	X	0	180		2,929		2	X	
Arkansas	X		X	X	X	X	150			45,518	44,363	3	X	
California	X		X	X	X	X	0	25	35				X	
Colorado	X		X	X	X	X								
Connecticut	X		X	X	X	X	15	42	43	9,532	8,961	2	X	
Delaware	X		X	X	X	X	83		61	1,569	2,808		X	
Dist. Columbia	X		X	X	X	X	90	1	1	1,163	1,290	3	X	
Florida	X		X	X	X	X						1	X	
Georgia	X		X	X	X	X	0							
Idaho	X		X	X	X	X	0	5				1		
Illinois	X		X	X	X	X	0					0	X	
Indiana	X		X	X	X	X	0							
Iowa	X		X	X	X	X								
Kansas	X		X	X	X	X		40	40	700	700		X	
Kentucky	X		X	X	X	X								
Maine	X		X	X	X	X	66 2/3	18	18	2,442	4,612	1	X	
Maryland	X		X	X	X	X	0	1	1	3,902	4,090	2	X	
Massachusetts	X		X	X	X	X	50	127	129	28,903	27,759	2	X	
Michigan	X		X	X	X	X	0							
Minnesota	X		X	X	X	X	150	41	37	9,185	8,266	1	X	
Mississippi	X		X	X	X	X		2	2		25		X	
Missouri	X		X	X	X	X							X	
Montana	X		X	X	X	X							X	
Nevada	X		X	X	X	X	150	0				0	X	
New Hampshire	X		X	X	X	X	0	13	14	3,061	2,950	0	X	
New Jersey	X		X	X	X	X	50	45	50	7,572	8,000	0	X	
New Mexico	X		X	X	X	X	0					0	X	
New York	X		X	X	X	X	50	94	96	83,027	75,023	11	X	
North Carolina	X		X	X	X	X	0	1	1	672	672	0	X	
North Dakota	X		X	X	X	X	50			589	771	0	X	
Ohio	X		X	X	X	X	0	0		33,425	42,313	0	X	
Oklahoma	X		X	X	X	X	0		30	4,500	6,400		X	
Oregon	X		X	X	X	X	0		30	2,000	2,000	1	X	
Pennsylvania	X		X	X	X	X	150	35	65	10,000	20,000	4	X	
Rhode Island	X		X	X	X	X		16	17	2,685	2,405	1	X	
South Carolina	X		X	X	X	X	150	345	329	10,729	10,221	2	X	
South Dakota	X		X	X	X	X	50	6	6	425	410		X	
Tennessee	X		X	X	X	X	40	20	40	200	400	0	X	
Texas	X		X	X	X	X						0	X	
Utah	X		X	X	X	X	25	3	2	178	80	2	X	
Vermont	X		X	X	X	X	0					0	X	
Virginia	X		X	X	X	X	66 2/3	5	5				X	
Washington	X		X	X	X	X	50	17	16	2,107	1,706	2	X	
Wisconsin	X		X	X	X	X	50	41	41	33,651	30,477	3	X	
Wyoming	X		X	X	X	X	50	28	34	571	755		X	
Continental United States	30	15	24	20	21	20		1,323	1,287	306,219	314,640	44	12	31
Outlying possessions:														
Alaska	X		X	X	X	X	100	10	11	348	308	0	X	
Canal Zone	X		X	X	X	X	0					0	X	
Hawaii	X		X	X	X	X	0			5,000		0	X	
Porto Rico	X		X	X	X	X	0	0	0	0	0		X	
Samoa	X		X	X	X	X	0	0	0	59	61	0	X	
Virgin Islands	X		X	X	X	X	100	1	1			0	X	
	3	3	3	3	2	4		11	12	5,407	369	0	1	8

<sup>1</sup> State aid to local districts varies.

Referring to Table 1 we see that three States did not report. One of these returned the questionnaire with no information given; the other two did not reply. The District of Columbia is treated as a State for the purpose of this report. Thirty States report recent legislation promoting adult classes in English and citizenship. It is important to note that more than 60 per cent of the States have already enacted legislation tending to encourage adult education. It might be well here to give summaries of a few State laws which seem to be producing desirable results in this relation:

*California.*—The law requires every illiterate between 18 and 21 years of age to attend school. There is a literacy test for voters.

*Connecticut.*—School districts of more than 10,000 inhabitants shall maintain evening schools for persons over 14 years of age. High-school courses shall be given upon petition of 20 persons over 14 years of age, providing such persons are, in the opinion of the school board, competent to pursue such courses. State aid is provided, based on enrollment and attendance.

*Massachusetts.*—The State department of education is required to cooperate with towns applying for instruction in English for adults unable to speak, read, or write the same and in the principles of government and other citizenship courses as shall be approved by the local school committee and the State department. The courses and the compensation of teachers may be fixed by local school board, subject to the approval of the department. One-half of the cost of such instruction may be paid by the State.

*Minnesota.*—Any school district in the State may maintain public evening schools as a branch of the public-school system for all persons over 16 years of age who for any reason are unable to attend a day school. Such schools are to be under the direction of the State board of education. One-half of the salary of the teachers in evening schools shall be paid from State funds or State and Federal funds combined in so far as such funds are available.

*New York.*—The law directs the commissioner of education to apportion to a city or local district, in the same manner as teachers' quotas are apportioned, an amount equal to one-half the salary paid to each teacher in immigrant education, the amount not to exceed \$1,000 for each teacher so employed. Under this law local school authorities may establish and maintain day or night classes in school buildings, in factories and other places of employment, in neighborhood houses, in homes, and in other places where they may deem it advisable, for the purpose of giving instruction to foreign-born and native adults and minors over the age of 16 years, thus making it possible to provide instruction at places and hours most convenient to the illiterate and non-English-speaking people for whose benefit the law was primarily enacted.

*Oregon.*—The law provides a department of Americanization for the education and Americanization of adult immigrants. This department is a part of the public-school system and subject to the supervision of the State department of education. The department of Americanization consists of five commissioners who are authorized to propose a course of study in citizenship and to promote the work of Americanization in conjunction with the public-school system.

*Pennsylvania.*—The State legislature has enacted a law whereby any school district may provide courses for adult education and must do so upon the written application of 20 or more residents above 16 years of age who are not in attendance at any day school. The courses of study to be given at such evening schools are left mainly to the discretion of the district school board. The extension school, when established, becomes a part of the school system and is subject to the same standards. When its standards are approved, credits earned in such schools are acceptable for graduation in the regular day school.

*Rhode Island.*—The law requires that one or more public evening schools be established in every town for the purpose of teaching the English language where 20 or more persons between 16 and 21 years of age may be found who are unable to speak, read, and write that language. It authorizes the establishment of free day continuation schools or evening schools to teach English and American citizenship to those who are not within compulsory attendance ages. All persons between the ages of 16 and 21 years who can not meet the standards in the use of English as established by the State board of education are required to attend day or evening schools.

*South Carolina.*—The legislature has for a number of years made appropriations providing school opportunities for illiterates. There is a State supervisor giving full time to this work.

*South Dakota.*—Attendance at day or evening schools is required of persons between 16 and 21 years of age, inclusive, who do not speak, read, or write the English language equivalent to the requirements of the fifth grade in the public school. The county superintendent shall, by examination, determine who are subject to the attendance law. The State superintendent may require any school district to maintain, as a part of the public schools, evening classes in English, the United States Constitution, American history, and other subjects for which there may exist a sufficient demand. One-half the cost of maintaining evening schools shall be met by the State, provided such schools have State approval.

*Tennessee.*—The law authorizes county and city boards of education to maintain night schools for persons over 16 years of age.

## STATE SUPERVISION AND SUPPORT

To make a State system of elementary adult education effective there should be State supervision. It is shown in Table 1 that 24 States are giving supervision to such work. Thirteen States have full-time supervisors of elementary instruction of adults.

Twenty-one States report that they are giving financial aid for adult education. Just how much aid is given in some cases is not revealed by the table. In general, 50 per cent is provided by the State and 50 per cent by the local district. Just what the percentage should be is a question of great importance. In any discussion of this question the following facts might well be considered:

1. If one of the strongest arguments for the justification of public support for education is that it is for the protection of the State, what reason could be given for teaching a boy of 9 years of age to read and write the English language and not providing that privilege for a man of 21 years of age?
2. As literate workers produce more than illiterate workers, money spent on evening schools is a most excellent investment.
3. Aliens are found in groups, and their education by local school districts is a great burden upon some districts. In many cases where the work was undertaken, it was either curtailed or discontinued.

## TEACHER TRAINING

It is becoming more and more recognized that a teacher of adult classes should have special training for this work. From Table 1 we see that 17 States report 45 institutions that offered special training for teachers of adult classes during the biennium 1924-1926. This is a recent development and has in it much promise for the future. By this training, teachers of aliens are given a better approach to their students, as well as improved methods of teaching. The time of the adult student is valuable and should not be wasted by poor teaching.

Twelve States have illiteracy commissions. Some of these, such as the ones in South Carolina, Tennessee, and Oklahoma, are very active and efficient.

## OUTSTANDING ACTIVITIES

The following comments by State departments are of interest:

*California.*—In 1924-25 there were organized 1,000 classes for illiterates and those needing elementary subjects. The approximate attendance was 46,000. Opportunity for illiterates to go to school was offered in 31 cities and 100 rural and semirural communities. We are also doing everything possible to obtain a 100 per cent attendance in the elementary schools. Our attendance program is made more difficult by the fact that we have many migratory

laborers. It has been variously estimated that we have from 10,000 to 40,000 families on wheels who move northward in the State for the purpose of harvesting the crops. Plans have been worked out so that the county attendance officer is waiting for the children when they move into a county, and they are put into school at the earliest possible moment. We are also doing everything we can to increase the attendance of illiterates in our evening schools. We have prepared a special pamphlet for teaching these classes. Teachers are offered special instruction at the University of California, both at Berkeley and at the southern branch, during the summer session; and, in addition, the university supplies a specialist in teacher training in this field who can be sent to any community in the State throughout the school year. Here she trains the teachers while they are working and gives them special help with their particular classes.

*Connecticut.*—During 1924-1926 the following phases of adult education have been noticed:

1. Much higher type of pupil was in school, presumably the result of the immigration law.
2. A slowly rising registration due to—obvious advantages of education; desire to gain citizenship for immigrant quota exemptions; better teaching; pressure of public opinion.
3. Higher average attendance due to better teaching.
4. A great need to establish supplementary and coordinated studies for those completing Americanization classes.
5. Complete acceptance by public as to place of adult elementary education in the public-school curriculum.
6. Recognition by educators that there must be modernized curriculum, socialized recitation, and humanized instruction.

*Delaware.*—We have had a State-supported program of adult education for a number of years. This program provides for a specialist in adult education in the State department of public instruction, trained teachers, materials and methods of instruction adapted to the interests, abilities, and needs of adult students, classes arranged at times and places suited to the living and working conditions of mature people. The work is sponsored by a State committee of representative citizens and officials who meet once each month for the purpose of hearing reports on the progress of the work and making recommendations for its improvement. This work is also greatly aided by the Delaware State parent-teacher organization. Since Delaware's largest and most immediate adult education problem was among its 20,000 foreign-born residents, the State program during the first years of its operation was devoted to immigrant education, with the result that about 40 per cent of the foreign-born residents of the State have been helped to prepare for intelligent citizenship and participation in the life of the community. About 700 of the foreign-born men and women included in this number were totally illiterate—that is, unable to read or write in any language—when they first applied for instruction. During the year 1925-26 this program of adult education was extended to the native-born illiterates, of whom Delaware has 2,500 white and 4,200 colored. Classes were organized in 56 school districts of the State for 1,158 persons. They were in session two nights a week for 10 weeks.

*District of Columbia.*—In the so-called Americanization work in the Washington, D. C., schools two features should be noted:

1. There is a building devoted almost exclusively to this work. A part of the building has been equipped very largely by the students,

so that it is used as a club. The place is made most attractive. A good library has been assembled. Classes are held during the day as well as in the evening.

2. Considerable use is made of motion pictures. A local motion-picture company gives the use of a room and furnishes an operator. Educational films are loaned for the use of the class. During the showing of the film the students are requested to talk in English. After the film is shown the students discuss the film, and very lively discussions take place. The instructors claim that the films insure better attendance than would be had otherwise, but that the main advantage of the pictures is that the film has given all of the class an interesting topic of conversation. The students write about what they see in the picture.

*Massachusetts.*—The outstanding developments in the field of adult education in Massachusetts during the past two years have been the increase in the number of classes for immigrant women and the increase in the enrollment in the intermediate and advanced classes. This latter development is very significant, because it shows that ambitious foreign-born men and women will come back to school for two or three years when the teaching is good. Several years ago the majority of immigrants came to school for only one year, due undoubtedly to poor teaching. As the result of a very extensive program of teacher training in Massachusetts during the past 10 years, the work in the classrooms has been strengthened, and the immigrants themselves recognize this better than anyone else.

*North Dakota.*—During the biennium 1924-1926 the program of adult education has been stressed in North Dakota. The campaign against illiteracy has been continued until the percentage of illiteracy has been reduced to two-tenths of 1 per cent. The statistics for that data were furnished by the county superintendents at the end of the school year, June 30, 1926. The number of illiterates in the State, including Indians, has been reduced to 2,835. The statistics show that one county of the State has no illiterates and that 17 of the 53 counties have fewer than 10. Splendid work has been done by all school officials in the program of adult education. We have also had the cooperation of many fraternal organizations and splendid cooperation with the parent-teacher associations in many rural communities. It is the goal of the parent-teacher associations to have organizations in 50 per cent of the schools of the State by the end of this school year. In many rural communities members of the parent-teacher associations have stated that since joining this organization they have understood for the first time the problem of the public-school system and its program. The State program of adult education has been emphasized in all of our meetings.

*Oklahoma.*—We have an adult education commission. Great stress is being made to secure as nearly perfect attendance as possible. Some schools are reporting 98 and 99 per cent attendance. Our adult pupils have undoubtedly profited by their school contacts and by the actual scholastic knowledge gained. It is probable that the communities in which adult schools have been successfully conducted have actually profited more than the pupils have. The teachers report that their adult pupils were influenced to send their own children more regularly to day school; that the adult pupils raised money for a piano for the day school; that the adult pupils helped carry a bond election for the erection of a teacherage; that the adult pupils participated in a great workday whenon

trees were planted on the school ground; that the adult pupils helped in an entertainment held for the purpose of securing funds for a school library, and so on.

*Pennsylvania.*—Outstanding activities during the biennium 1924-1926 were:

(a) Provision by the State council of education for special certification of teachers of adult classes.

(b) The setting up of a State program of home classes for immigrant mothers. The initial step in this program was taken in June, 1925, and the reports indicate that more than 100 cities and boroughs have either appointed full-time class teachers or have planned to make provision for this work in the budget for the coming year.

*Virginia.*—So far as illiterates under 20 years of age are concerned, the number was reduced in the five-year period from 1920 to 1925 from a little over 28,000 to approximately 14,000, or about 50 per cent. We have attempted to meet the problem of rural illiteracy largely through evening sessions and vacation schools, and in a few institutions a tremendous service has been performed.

*Samoa and the Virgin Islands.*—Reports from American Samoa and the Virgin Islands show there is practically no illiteracy in those islands.

#### EVENING PUBLIC SCHOOLS CONDUCTED BY TOWNS AND CITIES

Many agencies are conducting evening schools for adults. For instance, the Young Men's Christian Association, the Young Women's Christian Association, the Knights of Columbus, and the Young Men's Hebrew Association are serving large numbers of grown people in various parts of the country. Private schools and foundations are providing educational opportunities that are of great importance. For greater Boston a book of 140 pages has been published, setting forth the educational opportunities of the city for working men and women. In some of the other large cities, such as Milwaukee, Cleveland, and Chicago, the libraries have specialists whose business it is to acquaint the public with the nature and scope of the educational opportunities offered by various institutions of these cities.

This report does not pretend to give a complete picture of all the evening schools, but includes only those under public-school auspices in cities and towns of 2,500 population and more. A questionnaire sent out by the bureau was answered by 1,666 superintendents, and of this number 520 reported that they had conducted evening schools during the biennium 1924-1926.

In many cases afternoon classes for foreign-speaking women were held in their homes. This work is reported as being very much needed and as growing rapidly; 376 towns and cities report that their evening schools are growing; 115 towns and cities report their evening classes as not growing. Most schools report that they charge no tuition for students who reside within the district, but make a charge for nonresident students. Some cities make a nominal charge, which is refunded to the student in case his attendance in school is

regular. The total budget for evening schools for the year 1925-26 is reported by 412 towns and cities to have been \$5,812,494.92. Many school districts reporting did not give their enrollment, and some did not give the budget for the evening schools.

The total budget divided by the number of students enrolled in the same cities would indicate that the cost per student for the evening schools was \$15.42 per year. This estimate of the cost can not be said to be accurate, but does give some indication of the cost of evening-school instruction.

The length of the school year for evening classes varies from 4 to 48 weeks. The length most often reported is 30 weeks; the average is about 24 weeks; the average number of evenings per week is 3; and the average length of sessions per evening is about 2 hours.

The pay received per evening by teachers of evening schools is from \$2 to \$6 for the elementary grades and somewhat higher for teachers of high-school subjects. A very large per cent of the teachers of evening schools are the regular day-school teachers. Some cities report that they have special training for their teachers of evening schools.

The school officers reporting were asked to make an estimate, in terms of the comparative cost of the day school, for an evening school program that would be adequate for the needs of the town or city as the case might be. These estimates vary from one-half of 1 per cent to 21 per cent; the most common estimates are 4, 5, and 6 per cent. The average is 4.5 per cent. The two cities that reported the highest percentage of their adult population in evening schools estimate that the cost of maintaining a full program is not more than 5 per cent of the cost of the day schools. Gary, Ind., reports having 16 $\frac{2}{3}$  per cent of its entire adult population in evening and afternoon classes. Buffalo, N. Y., reports 7 per cent of its grown-up population in evening schools. This is the best showing in the country for large cities. If every school district in the land had adults enrolled in school in proportion to the enrollments in evening schools in Buffalo and Gary, American school buildings, instead of being dark and silent from 7 to 9 o'clock each evening, would be centers of light and life that would bring growth and happiness to millions of our population and thus strengthen our democracy.

Reports from various school districts indicate that effective publicity is as important for evening schools as for other fields of human endeavor. Such publicity, when accompanied by capable teaching and adequate school programs, results in successful evening schools. Some city superintendents have taken as their mission the offering of educational opportunity to all teachable adults who have not finished the elementary school. Among the cities which are approaching such attainment (in addition to the two named above) may be

mentioned the following: Los Angeles and Oakland, Calif.; Joliet and Springfield, Ill.; Lowell and Worcester, Mass.; Detroit, Mich.; Duluth and Minneapolis, Minn.; St. Louis, Mo.; Newark, N. J.; Ithaca and Syracuse, N. Y.; Akron and Toledo, Ohio; Johnstown, Pa.; Dallas and Houston, Tex.; Spokane, Wash.

The reports from towns and cities, as a whole, show that the evening school is not yet an established part of the regular school system. In many cases its budget is uncertain, the school term is short, and the pay is small. Some superintendents indicate that when a city wishes to curtail expenses there is a tendency to begin such curtailment with the budget of the evening school, notwithstanding the growing belief that the most meaningful hours of the 24 for many people are those from 7 to 9 o'clock in the evening and that if these two hours are spent for self-improvement in most cases the individual will find himself growing in knowledge, self-respect, thrift, and earning power.

#### UNIVERSITY EXTENSION

Historically, university extension education in this country is not much older than the twentieth century. It is true that the Chautauqua university was established in 1885 and that the University of Wisconsin did some work in extension in 1892. However, it was in 1906 that this university organized its extension division with its dean and separate faculty. By 1913, 28 educational institutions had organized for extension work. For the biennial period 1924-1926 more than 300 institutions of higher education reported extension activities.

To secure information given in this report, a questionnaire was sent to 721 colleges and universities in the United States; 544 institutions returned the questionnaire. Of this number 301 reported giving some work by extension. The report does not pretend to give a complete picture of all the work done, as some institutions did not reply. The following table gives in detail the number of colleges and universities offering the kinds of extension services specified:

TABLE 2.—Number of institutions reporting the extension activities here given

Correspondence courses.....	96	Parent-teacher association or other club service.....	55
Public information (including package library service).....	51	Study-club programs.....	49
Home reading courses.....	96	Community drama.....	54
Publications regarding extension education.....	58	Labor education.....	25
Class instruction outside of institutions.....	163	Lyceum.....	56
Public lectures.....	166	Physical training and high-school athletics.....	84
Visual instruction.....	50	Community center.....	31
School or community service.....	77	Radio.....	63
Institutes, conferences, short courses.....	129	Promotion of debates.....	127

In this study of college and university extension for the biennial period of 1924-1926 no effort is made to include work done under Federal subsidy acts through the Federal land-grant colleges. The activities of these institutions are available through other publications of the Government.

Extension courses offered by colleges and universities are so numerous that it is impracticable to attempt to list them here.

Reporting officers of extension divisions of various educational institutions of higher learning were asked to report new ventures that their institutions had undertaken during the biennium. Their reports reveal the following, in order of frequency: Correspondence work; class work outside of the institution; courses in business; teachers' institutes; courses by radio; work for graduate students; correspondence work for alumni; courses in American history and politics; lyceum; opportunity schools; religious education; rural pastors' conferences; health institutes; work for graduate nurses; giving A. M. and Ph. D. degrees; Boy Scout leadership; work in psychology; child training; accident prevention; swimming; courses for parent-teacher organization.

It is thought by many that probably the most significant new movement in connection with extension education during the biennium is the use of radio. Radio is being used very successfully to supplement work by correspondence. The student in this way has all the advantages of class work except the physical presence of the teacher and the opportunity of personal discussion. More and more institutions are either installing their own broadcasting plants or securing the privilege of using other plants. It seems likely that this sort of work will become so popular that most broadcasting stations will institute educational programs and will naturally seek university leadership.

The most unusual single item reported is by New York University, which tells of the university world travel cruise. This cruise did not actually start until September, 1926, but it had been planned for the last two years and might be said to have been organized during the biennium 1924-1926. The *Ryndam* left Hoboken, N. J., September 18, 1926, with 500 students—120 women and 380 men—for a cruise of eight months around the world. During that time the vessel is scheduled to call at 47 ports and to travel 50,000 miles. Fifty faculty members and 40 other staff members are aboard, including hospital attendants, welfare workers, and printers who will issue a daily paper. The ship was to return to New York in May, 1927. The cruise is under the management of the University Travel Association (Inc.), No. 2 Broadway, New York City. It is the aim of the promoters of this venture to make it a cooperative arrangement among many institutions. The success of the venture will be watched with the greatest interest.

Those institutions which answered the request to report the field of greatest activity in extension education during the biennium gave the following: Commercial education, radio, library extension, church work, women's clubs, work with teachers, psychology, physiology, language, economics, visual education, English, mathematics, American history, civics, music, drama, forestry.

Institutions were asked to state the amount of their annual budget used for extension work. Many replied that they had no segregated budget; others reported that their extension departments were self-supporting. However, 83 institutions reported a total budget, exclusive of Federal funds, of \$4,913,023.

The reports show an enrollment for correspondence work of 64,480 for the school year ending June, 1925, and of 85,121 for the school year ending June, 1926.

The number enrolled for class work, outside of institutions, for the school year ending June, 1925, was given as 129,165, and for the school year ending June, 1926, it was given as 130,172. Thus for the school year ending June, 1926, the total enrollment for correspondence work and for class work, outside of institutions, was 215,293. If we divide the total budget by this number, we find that the cost of instruction is \$22.82 per student.

It is an easy matter for one to enroll for extension work. It means little or much in proportion to the amount of actual work done by the student.

The number of students reported as having completed correspondence courses for the school year ending June, 1925, was given as 20,656, and for the school year ending June, 1926, it was given as 26,817.

The number reported as having completed the work assigned in class work, outside of institutions, was given as 44,376 for the school year ending June, 1925, and as 46,578 for the school year ending June, 1926.

Of the institutions which reported on the item, "Percentage of cost of extension courses which is borne by students," two-thirds replied that the student pays all of the cost; one-sixth replied that the student pays between 50 and 100 per cent of the cost; one-sixth replied that the student pays less than 50 per cent of the cost. To the question, "In your opinion, what percentage of the cost of extension education should be borne by the student?" the following replies were received from 98 reporting officers:

- 55 that the student should pay all of the cost.
- 4 that the student should pay 80 per cent of the cost.
- 10 that the student should pay 75 per cent of the cost.
- 6 that the student should pay 60 per cent of the cost.
- 21 that the student should pay 50 per cent of the cost.
- 2 that the student should pay less than 50 per cent.

A few of the institutions replied that the cost to the extension student should be no more than the ratio paid by a resident student toward the total cost of his instruction. It is impossible to determine what proportion of the total cost resident students now pay for class instruction, as the tuition varies greatly among institutions and also varies for different courses within any institution. It is estimated that tuition fees of resident students in State institutions pay between 20 and 30 per cent of the cost of instruction and upkeep. In some cases the fees of resident students amount to only one-tenth of instructional costs.

In the main, extension students are more interested in getting better courses and better service than they are in paying less for them. In one of the most successful centers of class work outside of an institution which the writer has seen the fee for a full-sized class is made adequate to pay the entire cost of instruction, but it does not pay for the services of the extension director who is assigned to do this work by the State university. Small classes are not required to pay the full cost of instruction. A fund, in this instance, has been raised to subsidize small classes. This arrangement seems to work exceedingly well, and probably could be taken as a guide in determining the fee which a nonresident student should pay.

It is evident to all that the largest item of college expense is not tuition, nor books, but the cost of board, lodging, and general living expenses. The student who is earning a salary can pay a reasonable charge for his instruction, and, if a university is to expand its extension department to the limit of the demand for this kind of work, the tuition charge must, in the very nature of things, approximate the cost of instruction.

It is unthinkable that a board of control of any educational institution that is founded for general uplift would desire that a nonresident student, by the payment of an excessive fee, be required to defray part of the expenses of a student in residence at such an institution.

From the reports received there is evidence of divided faculty opinion as to the effectiveness of work done by extension methods. Forty-two per cent of the extension officers who reported on this item state that work by extension is as good as work done in residence; 30 per cent state that it is inferior to work done in residence; 18 per cent state that the work is superior to that done in residence and give as their reason for this superiority the fact that the students are more mature and therefore more purposeful.

The following examples of faculty opinion, as reported by extension officials, will be of interest to many people:

*Howard College (Alabama).*—All agree that the work is as good as the regular work.

*Spring Hill College (Alabama).*—If this work entails sacrifice of time and money, it calls forth a response equal, if not superior, to work done in residence. However, contact is very easily broken and interest more easily dissipated.

*University of Alabama.*—Full credit toward degree given for undergraduate; half credit allowed graduate students.

*University of Arizona.*—Particularly in underclass work correspondence and extension class work is generally regarded as at least equal to and, in most instances, superior to work given in residence. This is particularly true for extension class work, which usually attracts a higher type of student than is generally found in residence classes.

*University of California.*—Individual opinion among our faculties varies, but on the whole our men feel that extension teaching is effective and worth while. The success achieved in extension teaching varies according to circumstances. Where the preparation of students is adequate and the library or laboratory facilities satisfactory an extension class achieves about the same results as a class on the campus. The function of a State university seems to our faculty to consist in research as well as in training scholars and citizens. To accomplish these objects the faculty has need to know its constituency and to become familiar with their conditions and problems. Moreover, for reasons partly selfish and partly unselfish the university must constantly put forth an effort to disseminate learning and to aid in carrying the culture of the race to all parts of the body politic.

*St. Mary's College (California).*—Most of our faculty are opposed to giving full credit for correspondence work on the grounds that it is not as thorough as class work. All agree that class work (extension) is as good as work done in residence if given by one of the regular staff.

*University of Colorado.*—We have heard many favorable comments but never an unfavorable one.

*University of Florida.*—Faculty feel it is best substitute.

*Southern College (Florida).*—Some courses are just as thorough as the courses in residence, while others are somewhat superficial. On the whole, extension work is effective because students are more serious-minded.

*Shorter College (Georgia).*—This work has been very satisfactory to all concerned and, as a consequence, a number of young teachers in service have been able to meet the professional requirements for advanced certification. The college expects to continue this work as the demand arises. Another course for rural teachers is anticipated for the current year.

*South Georgia Agricultural and Mechanical College.*—Our faculty agree that work by correspondence, if properly executed, equals or exceeds that done in residence. It is a case where the student does all of the work instead of a small part of it.

*University of Chicago (Illinois).*—Those who have given teaching by correspondence a fair trial are practically unanimous in considering it an adequate educational agency with capable individuals and one that is peculiarly effective in developing initiative, concentration, independence, and the ability to think and express oneself clearly and cogently.

*Greenville College (Illinois).*—Extension courses, more exacting of students' time, necessitate individual responsibility but do not permit participation in exchange of ideas through class discussion.

*St. Procopius College (Illinois).*—The instructors directly concerned with this type of work report favorably, owing perhaps to the fact that they are young and enthusiastic teachers.

*Rosary College (Illinois).*—Faculty agrees that work given by extension is not as successful as work done in residence.

*Indiana University.*—Extension classes vary in quality more than residence classes. The general level is a bit higher in extension. There is always a sprinkling of students in extension classes exceptionally able, purposeful, mature, who get far more out of their study than do most resident students. Correspondence students certainly earn their credits. They do better work and more of it than my students on the campus.

*Evansville College (Indiana).*—The class of students with whom we have been working does work fully equal to resident work.

*Franklin College (Indiana).*—By faculty action we permit a minimum of six semester hours of work by correspondence. While no limit is placed on class work in extension, it is not held in as high repute as residence work.

*Goshen College (Indiana).*—The faculty feels that the small college should not offer correspondence courses. Credit is given for a limited amount of such work taken in larger institutions, the total amount of extension work not to exceed 25 per cent of the entire college course.

*DePauw University (Indiana).*—It does not compare favorably with residence work for undergraduate students; but for graduate students it is comparatively satisfactory, provided ample materials, reference books, etc., are supplied.

*Oakland City College (Indiana).*—Our faculty are practically unanimous in the belief that the extension work as carried on in this institution is a very valuable form of instruction, and in the case of many students is even more efficient than residence work. This is especially true of the township institute class work. In some cases the correspondence work is not considered quite so meritorious as residence work, but since most of the students admitted to correspondence work are teachers in service and no courses are offered which can not be well done by the correspondence method, we generally feel that the work is well accomplished and compares very favorably with work done in residence.

*Upper Iowa University.*—Not as efficient as residence work.

*University of Kansas.*—There is a fairly large percentage of our faculty who have had little or no actual experience with extension teaching who feel that it can not be adequate or equivalent to the work done in residence. A majority of this group are those who feel that, especially in correspondence study, the absence of personal contact with the instructor is a handicap that can not be overcome in any other manner. The administration of the university is thoroughly committed to the advisability and value of extension teaching, and I believe I am conservative in stating that a majority of our faculty feel that this method of instruction is quite adequate when surrounded by the safeguards that our regulations impose.

*Ottawa University (Kansas).*—As good as residence work, in such schools as the University of Chicago, University of Kansas, and so on, where ample facilities and staff are provided.

*Washburn College (Kansas).*—Our instructors do not believe that extension work is as satisfactory as residence work. The tendency is to discourage it.

*The Municipal University of Wichita (Kansas).*—We are doing about same quality of work, because of the fact that we are working largely with professional groups, and the work they are pursuing is in line with their regular work; consequently, we meet with satisfactory results.

*University of Kentucky.*—Faculty is fairly unanimous that extension work is on a par with residence, especially correspondence work.

*Sacred Heart Junior College (Kentucky).*—Saturday extension courses given to teachers in service are good for more reasons than one, but they are below in merit to work given in residence where the student has more leisure for self-improvement. Correspondence courses, in my opinion, are very poor substitutes for residence, especially if the student is taking the subjects by correspondence for credits toward a degree.

*Louisiana State University.*—Those faculty members who have actual experience with extension work think highly of it. Some members of the faculty think that they have done better work with students in the field than with similar students on the campus. Students who have actually completed the work prescribed in correspondence courses have always done as much as students in the same classes on the campus.

*New Orleans University (Louisiana).*—Not as satisfactory.

*Saint Joseph's College (Maryland).*—The utility of an extension course depends perhaps on the specific purpose of respective students. Where correlative advantage is concerned, work given in residence is considered superior.

*Maryland College for Women.*—Faculty opinion is all against extension courses.

*Smith College (Massachusetts).*—The work given by extension is necessarily of a more superficial nature. One recitation a week for 10 or 20 weeks in the year can hardly correspond to a college course meeting three or four times a week. The work lacks continuity. However, extension courses meet a need for those who are unable to attend college or who are out of college and wish to keep up their intellectual activity.

*Clark University (Massachusetts).*—Unquestionably the consensus of faculty opinion is that extension work is not in general so thorough or uniform as work in residence courses. Exceptions to this general statement appear frequently.

*University of Michigan.*—At the close of each year's work we ask those of our instructors who have been assigned to take charge of extension credit courses to make a report on the work. These reports are in a great majority of cases favorable. Most of the men report that students in the extension classes are more interested in the work and more industrious than are the students on the campus. Those who report adversely usually base their criticism of the work on the fact that many who take these extension-credit courses come to the classes too tired with their day's duties to do the highest type of class work. Only a very few of the men, however, have raised this point against the credit work. Most of the men, I repeat, have reported favorably upon our extension-credit class work.

*Michigan State College.*—So far as I have met faculty opinion, it is to the effect that correspondence-course work, earnestly done, is oftentimes more effectively done than resident-student work. This is usually explained on the ground that a student who has the moral courage to drive himself, or herself, to completion of work done by himself without the stimulus of personal contact of class and teacher is usually a more consistent student and more thoroughly interested than the average student in residence.

*Kalamazoo College (Michigan).*—Inferior, due to mixed and ungraded classes, but sufficiently high for college credit.

*University of Minnesota.*—Opinions as to the relative merit of extension work differ widely among members of the faculty, but most of them are agreed that in a public-supported State university it is necessary to carry on such work. Those who have had longest experience in teaching extension classes believe that, allowing for the increased maturity of extension students, as good a grade of work is done in these classes as is done on the campus. This

will, of course, vary with the nature of the course, since questions of the use of libraries and of laboratories are involved in some courses, and usually extension students can not undertake a wide range of supplementary reading. As to correspondence courses, few people believe that they are wholly equivalent to work done under proper conditions on the campus; nevertheless, in some subjects on allowing for the additional amount of work required of the correspondence students the work compares very favorably with the average work done on the campus. Frivolous and superficial students may be found in both types of work, but with relative infrequency in extension work.

*University of Missouri.*—Most of our faculty members, who have given correspondence or extension class work, regard them as the practical equivalent of courses given in residence.

*Washington University (Missouri).*—The reports of the instructors vary somewhat according to the nature of the work, but, in the main, they find the students doing as good work as in the day, and in some instances better.

*Intermountain Union College (Montana).*—The work given by correspondence is effective on work that is confined mainly to a textbook with a few outside readings. It frequently gives a more thorough knowledge of subject matter. It lacks the personal element and group encouragement.

*State University of Montana.*—Opinions vary. Some claim better work by correspondence; some claim work is about the same; some that it is not so good. Much depends, apparently, on the technique developed by the instructor.

*Union College (Nebraska).*—We allow extension work taken in approved extension schools up to one-half the elective requirements of several courses.

*Grand Island College (Nebraska).*—Work by extension is not on a par with work given in classroom, even if the same amount of ground is covered in the text.

*Rutgers University (New Jersey).*—Varies from a minority who think extension work not as good to a majority who think it better.

*University of New Mexico.*—The faculty is, I believe, inclined to think that courses in residence very much exceed in merit and value courses given by extension. One reason for this somewhat suspicious attitude is the policy of certain normal schools in the State that organize extension courses in widely separated towns, employ school superintendents to conduct the courses once a week or so, and give regular college credit therefor. The university, on the other hand, has consistently used only its regular staff for extension courses, none of which meet less than once a week, and credit has been given only on satisfaction of entrance requirements.

*University of Buffalo (New York).*—We have no formal consensus of opinion. Some members of the faculty find extension classes alert and stimulating; others have found them slow and deadening. Enthusiastic comments on extension courses far outweigh adverse criticisms.

*Columbia University (New York).*—The best evidence of faculty opinion as to university extension work is found in the fact that very many courses, in fact, the majority of courses, are given credit toward the degrees of the various schools and even the degrees of the graduate schools, master of arts, and doctor of philosophy. There is a general feeling throughout the university that university extension is on the same plane as the work which is termed resident work. The class instruction of university extension is considered resident work. Courses in home study are not credited toward degrees.

*Hunter College of the City of New York.*—In classes made up of teachers, college graduates, and other students matriculated for the A. B., B. S., or A. M. degree, the work compares favorably with corresponding work in the day session.

*Syracuse University (New York).*—The extension-school faculty, as a whole, consider extension work slightly better than other university work, where there is any difference at all.

*University of North Carolina.*—It may not be out of place for me to register my judgment that professional courses may much more adequately be given in extension work than in residence.

*Lenoir-Rhyne College (North Carolina).*—Our extension center makes use of our college plant, and we think it is on a par with regular work except that it suffers because of the length of time over which it is scattered.

*Shaw University (North Carolina).*—The opinion prevails that it is the equal, if not superior, for practical value, but far below in cultural values.

*Jamestown College (North Dakota).*—Opinions differ radically. Some rate it as the equivalent, while others rate it as unworthy of any consideration. The rest are distributed, as regards its value, well along the entire way between these extremes.

*Ohio University.*—Work given by regular members of the faculty who go off the campus for one group extension course is considered as good as work taken on the campus.

*University of Cincinnati (Ohio).*—Our extension classes are duplicates in time, instructors, and credits of courses taught on the campus; hence the faculty regard them as exactly equivalent to campus-given work. The extension courses are invariably given by the same persons who give them on the campus.

*Western Reserve University (Ohio).*—On the whole those teaching in the night college are enthusiastic about the merit of the work. There are exceptions. Those who do not share in the night work are "willing to be shown."

*Muskingum College (Ohio).*—Viewing the situation as a whole in Ohio we feel there is crying need for standardizing the quality of the work by the establishment of minimum standards. Some college-extension work not taught by specialists is, we fear, of unsatisfactory quality. Our extension staff report almost unanimously that extension division students equal in vigorous study and attainment the residence students. Most of our extension students are mature teachers.

*Miami University (Ohio).*—Teachers' College at Miami gave extension courses almost exclusively professional from 1910 to 1925-26 through professors employed especially for that work. We abandoned the plan in June, 1926. We believe now that our extension courses should be offered by professors from our campus staff.

*Wittenberg College (Ohio).*—While there is some disagreement as to the merit of extension work, the faculty has provided definite regulations governing all such work. It is the consensus of the faculty, generally speaking, that extension work does not measure up to the standards of residence work, yet it serves a great many individuals who could not do residence work.

*University of Oklahoma.*—Teachers who have little or no extension work do not regard it highly. Those with experience, both present and past, are positive that for types of work that can be provided with adequate laboratory and library facilities results are as good, and in many cases better, than residence work. We have just completed a local study and this conclusion is based on letters from teachers and students received within the past two weeks.

*Oklahoma City University.*—All believe that such is less valuable to student; that such should not be considered as transferable credit unless validated by residence credit equal or double amount with same instructor or same department.

*University of Oregon.*—Opinion of the faculty members at the University of Oregon is very favorable to correspondence study.

*Muhlenberg College (Pennsylvania).*—Our courses are given by the regular members of the college faculty. The teaching in these classes is better than in the regular college classes because of a more earnest atmosphere. The general ratings are higher in extension classes. I find better class discussions because of the theory being combined with experience. We pay our faculty from 10 per cent to 20 per cent of their regular college salary for four hours of extension work per week for 30 weeks. The college profits from \$6,000 to \$10,000 per year from this work. I am compelled to make it pay or withdraw the courses.

*Elizabethtown College (Pennsylvania).*—The character of the work done by extension-course classes is regarded as from 75 per cent to 85 per cent in value, as compared to regular work in classes in residence.

*Thiel College (Pennsylvania).*—When work is given by regular college professors the extension work is considered of the same grade as the regular college work. Only a limited number of hours of extension work can be allowed toward graduation.

*Villa Maria College (Pennsylvania).*—It is the opinion of the faculty that the extension work is exceptionally well prepared, considering the fact that the students are teachers in service, whose time is limited. Of course, it is not done so thoroughly as if these students were in actual residence; but on the whole the work of teachers in extension courses is equivalent or better than the work done by students in residence who are not yet teachers and who have not, therefore, the same sense of responsibility.

*Bucknell University (Pennsylvania).*—There are a variety of opinions as usual. Our men who teach extension groups know that more is accomplished by teachers taking the courses than by our regular students.

*St. Francis College (Pennsylvania).*—The general opinion is that better work is generally done by students in residence.

*Westminster College (Pennsylvania).*—Faculty generally unfavorable toward extension work as comparable to work done in residence.

*Susquehanna University (Pennsylvania).*—The judgment of those members of the faculty who have to do with extension work is that in view of all the circumstances it has merit substantially the equal of that taken in residence.

*The Pennsylvania State College (School of Mines and Metallurgy).*—Extension work not up to residence work either in quantity or quality.

*The Pennsylvania State College (engineering extension department).*—Work given by correspondence compares very favorably with that given in residence if it is given under the following conditions:

- (1) If careful correction service is given.
- (2) If the student successfully completes a comprehensive examination prepared by the department of the residence faculty in which that subject is given.

*Washington and Jefferson College (Pennsylvania).*—Very satisfactory, as all of our courses are given here at the college.

*University of Porto Rico.*—Widely varying, and depending largely on subject. In accounting, for example, employed students attending night extension classes, if properly selected, do better work than those whose motive is more remote.

*University of South Dakota.*—Cover more ground with more supplementary reading, but miss personal contact with teachers. Opinion varies, but most of our faculty feel that the work is satisfactory and of high grade.

*Lane College (Tennessee).*—It has been very unsatisfactory. We are seriously considering discontinuing this correspondence work.

*Union University (Tennessee).*—A good substitute—quite satisfactory.

*Johnson Bible College (Tennessee).*—We consider that the work done in the classroom is far superior to that given through extension, although we have had some very fine work done by this course.

*The University of Tennessee.*—Very favorable. Hearty support given. Work so organized that each university department governs content and teaching of allied extension courses.

*University of Texas.*—Faculty opinion is at variance with itself. Many members consider it equal or superior to that done in residence. Other members do not count it worth while. On the whole the attitude is improving.

*Howard Payne College (Texas).*—The type of student who begins work by extension is older, more mature, and better prepared to do the work well than the regular student who attends classes in the college. Our work is arranged so that those who do work by extension do a better grade of preparation than the student in college.

*Southern Methodist University (Texas).*—The members of the faculty without exception report very favorably on work done by correspondence and in extension classes.

*Texas Christian University (Texas).*—Our faculty dislikes very much to consider correspondence work as worthy of full credit, though we do accept it from standard institutions.

*Southeastern University (Texas).*—Most faculty members feel that correspondence work is a good substitute for residence work.

*Austin College (Texas).*—Our faculty members do not object to extension work for noncredit, or to a limited amount for college credit toward degree; however, the catalogue limits the quantity of work acceptable toward the degree to three full courses amounting to 18 semester hours of credit.

*John Tarleton Agricultural College (Texas).*—The faculty does not give as hearty approval to extension work by correspondence as to residence work. On the other hand, night classes and regular extension classes conducted by a faculty member, which classes consist of nature men and women engaged in some industrial or professional work, is considered very effective. In fact, our faculty feels that some of the most intensive and effective work has been done with the few classes of this type which have been conducted by the institution.

*Baylor University (Texas).*—In conferences with instructors, all indicate residence work having preference over correspondence work, unless the correspondence student is a matured student.

*Agricultural College of Utah.*—Opinions diverse. Those who know it best give it the highest rating. The faculty has ruled that one-fourth for the B. S. degree may be earned by correspondence work and one-fourth by extension classes.

*Brigham Young University (Utah).*—Our faculty sentiment favors making extension work of such quality that it need not be apologized for. Tendency is to consider it of same value as residence work, except in courses which demand elaborate laboratory or library facilities. However, many extension students resist efforts of faculty to make subject matter as exacting as in residence courses.

*University of Vermont.*—As far as I am able to judge, courses given by college instructors outside of the institution are believed to have the same value as though they were given at the university.

*College of William and Mary (Virginia).*—The aim is to make it of the same grade as work done in residence at the college.

*University of Washington (Washington).*—Under the rules of the university, regular work of our extension service may be counted toward a degree—up to 50 per cent of the total credits required. Residence and other requirements must be met. Extension work is not counted for residence unless taught on the campus. The committees of deans often require dropped students to complete work in home-study courses before petitioning for readmission. Students returning after completing such requirements often make good in courses for which the home-study courses were prerequisite. One-fifth of work for M. A. degree may be earned in extension. All work is taught by regular faculty, and it ranks with campus instruction in scope and thoroughness.

*Davis and Elkins College (West Virginia).*—It can not be so good as the work in residence should be. However, it offers great possibilities.

*Salem College (West Virginia).*—The faculty largely agree that the book facts are a little less thoroughly done, and the application to life of the facts learned much more thoroughly made. The latter depends somewhat on the subject given.

*University of Wisconsin.*—Accepted as a regular function of university work.

*University of Wyoming.*—Opinions vary. Merits of various courses vary. Considering the benefits to be derived from environment, campus study is two to one better than extension.

It is evident from expressed faculty opinion and conversation with college faculty members that the most mooted question is, "Who is to give instruction to classes outside of the institution?" Practically all agree that class work outside of the institution may be as good as class work in the institution, provided the students have had suitable preparation and the instructors are competent. Many believe that instruction should be given only by regular faculty members. This plan would not permit expansion. It would not make it possible to use other than regular faculty members at or near the places where classes are needed. There should, of course, be no lowering of standards in extension work. However, if we mean by "standards" that the work must meet some artificial conditions that have come down from the past and that do not mean general merit, then standards should be changed.

Workers in the field of adult education say that mature students demand more from instructors than do younger students. College instructors who teach both resident classes and adult classes outside of the institution claim that the latter calls for more investigation, better illustration, and more invention on their part than do regular college classes. It is clear that what is needed is that the same care be used in the selection of men or women to do extension work that is used in the selection of regular faculty members, but that the difference in the nature of the work should be taken into account in such selection. An instructor who would do very good work for regular resident students might be an utter failure in extension classes, and vice versa. In some cases it is possible to get specialists who are doing outstanding work in the world to give a moderate

amount of time to teaching who would not under any circumstances become regular faculty members.

Perhaps the most severe criticism by faculty members of the present practices in extension work is that certain institutions employ local high-school principals or superintendents of small towns to give their extension work. It is claimed that pressure is used by these school officials to influence their teachers to attend their classes. This, if true, is not conducive to good morale. However, an extreme case of this kind does not make the employment of a local school official bad practice per se.

A search for teaching talent in many localities in this country would bring to light people of proper preparation and ability to instruct. Mobilization of our educational resources would no doubt bring many surprises. Most people of specialized information, who would not be willing to consider full-time teaching positions, are willing to teach classes of mature people who are vitally interested in the subject, provided the time and place for such instruction can be suited to their convenience. The instruction of such a class is very different from that of a class composed of undergraduates who have not yet found their life's interests.

It is the business of educational leaders to use to the fullest extent possible the teaching talent of the country. This probably can best be accomplished through university extension.

In order that standards may be safeguarded on the one hand and that ambition may be encouraged on the other hand, it might be well if colleges and universities would test by thorough examination all work done by extension methods. If these same thorough examinations were from time to time given to resident students, a means of comparison would be available. Fortunately, testing skill has been greatly improved within the past 10 years.

If we examine correspondence courses issued by different colleges and universities, we see a vast difference in their worth. There is a growing belief among university extension officers that correspondence instruction would be greatly improved throughout the country if all colleges and universities, before issuing courses, would follow the practice of examining courses produced by other institutions and, if found better than their own, secure permission to use them. If this practice were followed and colleges and universities would permit their courses to be used by others, each institution would have available to its students the best course produced on a given subject. This procedure would have the effect also of stimulating writers of correspondence (inasmuch as their courses might be adopted generally and a royalty realized) to put forth greater effort. Thus better courses would come into general use.

Institutions which have State support are no doubt under more obligations to give work by extension methods than are institutions which do not have State support, and it is true that the most of the volume of extension work is done by State-supported institutions. However, colleges supported by religious denominations or private funds are doing more and more extension work. The presidents of some of these schools do not look upon extension work as an obligation, but as an opportunity for service and as a method of adding strength to the institution. Every educational institution has its own clientele which looks to it for guidance. Nearness of the institution to the person taking work is an advantage, as it gives greater chance for contact, as well as quicker return of lesson assignments.

Many university extension officials claim that extension work is valuable to the institution which gives it as well as to the students who take the courses, for extension work brings the institution into contact with actual problems in the State. Former President Van Hise, of the University of Wisconsin, who had a large part in the development of university extension work in this country, claimed that the university was in great need of this direct contact with the State. He is reported to have stated that it was the intention of the University of Wisconsin to move the campus fence to the extreme borders of the State.

There is a growing tendency on the part of educational institutions to cooperate with each other in extension work. The most common kind of cooperation is found between colleges and universities on the one hand and local public-school boards on the other, the latter providing a place of meeting and the former providing the instruction. Cooperation is also found in many localities between colleges and universities and local libraries, the latter furnishing the place of meeting, as well as reference books, magazines, and the like. Experience has shown that in many instances a library, in addition to furnishing a place of meeting, reference books, and so on, does very effective recruiting work for extension classes.

Library patrons show by their selection of books what their intellectual interests are. A librarian can often render a real service by introducing to each other people interested in the same subject. Often a group of people interested in some subject, if they know each other, will organize a class in such subject and ask for a university instructor as teacher. The public libraries in Cleveland, Ohio, and Milwaukee, Wis., are rendering distinct service by giving full information as to class work offered in all parts of the respective cities, by whatever agency. The individuals who give this information get first-hand data as to the kind and value of instruction given. Colleges and universities are also cooperating more and more by using each other's faculty members in extension work.

In Pennsylvania the State department of public instruction endeavoring to form an organization of all the agencies in the State which do extension work not for profit. Much good for extension students is sure to result from such an organization.

Considerable reference has been made in this report to the growth of the college and university extension movement. The extension work as reported for this biennium is greater in volume than it was during the biennium 1922-1924, and the report for 1922-1924 showed a greater volume of work in extension than did the report for 1920-1922, and so on.

Among the reasons for the increase of work by extension method might be mentioned: (1) A greater demand by the public, which is realizing more and more that university leadership may be had in almost any field of human interest; (2) improvement of technique in giving the courses, which makes them more effective. The two reasons mentioned are not only causing an enlargement of extension divisions already organized in institutions but are causing other institutions to take up this work.

Our increased amount of leisure and our changing environment make education needed by an ever-increasing number of people. Various university extension directors report that there is an increasing tendency on the part of adults to study. That this desire of adults to learn is a national resource of first magnitude is more and more recognized.