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THE UNIVERSITY EXTENSION CLASS.

BY
EDWARD T. DEVINE, M.A.,
Staff Lecturer of the American Society.

*[Reprinted from the Proceedings of the First Annual Meeting
of the National Conference on University Extension.]*

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THE UNIVERSITY EXTENSION CLASS.

IN the theory of University Extension the class holds a pre-eminent place. In the practice of University Extension it is for the most part a failure. Let us assume that the lecture has been an entire success,—that it has attracted an audience, that it has exhibited literary finish, command of the material, skill in presentation, adaptation to the audience,—whatever other excellences you please, that when the hour for the class has arrived, the lecturer finds himself in a position to answer correctly, even brilliantly, all the questions asked, and that the invitation to ask questions meets with actual response. It will be objected that I am assuming too much. What anxiety is removed from the breast of the young lecturer if even most of these favorable conditions are found to be present at the crucial hour! These are the very ends, it will be said, to be attained. But I have thought that we can best get at the heart of the matter by assuming these favorable conditions and then putting the question as to why it is that even then the class fails for the most part to satisfy the teacher, as distinguished from the lecturer, from the born debater, and from the scientific specialist.

In the first place the student is never heard from in class. The woman or man, young or old, who readily enrolls in the unwritten list of real students, who grasps at the chance of doing the weekly exercises, searches the returned paper anxiously for the word of approval, or the criticism which shows, however kindly, that the answer is wrong, who ventures to express independent opinions only under cover of a *nom-de-plume*—this is not the one who is heard from in the class discussion. It requires greater courage to participate in the class discussion as a student, as a questioner, than to conduct that discussion as a regular lecturer. I can-

not take time to set up any theory to account for this somewhat anomalous fact, but that there is this hesitation, more than that, this refusal to give expression to private opinion, and to ask for explanation is a psychological fact with which we must reckon, and which deserves more attention in our scheme than we have hitherto accorded it. For, under these circumstances, it is the experienced speaker, the professional talker, if there is one, who monopolizes the time which should belong to students. The school-teacher, particularly the school principal, the preacher, the lawyer, the labor agitator, any one but the student talks. Do not understand me to say that the student is never found in the ranks of the professions referred to, but it will be admitted that they seldom furnish the student class in our common and perfectly legitimate sense of the term. The argument which he whom I call the professional talker makes in reply to objectionable passages in the lecture may take the form of rhetorical questions, or a prolonged formal controversy may arise, the results are the same; the interests of the students are sacrificed, or rather students are not made to know that they have interests; in fact, they remain an undiscovered element.

I do not hesitate to say that the discussions as now actually held, the questions actually asked and answered, so far from constituting genuine class work, are an obstacle to it, simply render it impossible. The very size of the class is a chief cause of this difficulty. As University Extension is now organizing—practically without local endowment—no audience can consist of less than about two hundred persons, and it will generally be larger. If the course is regarded as a success by the members of the centre, most of them will stay for the second hour's work, if for no better reason, because they have paid as much as others, and wish to come as near getting their money's worth as they can. Normally, therefore, the class will consist of a hundred students and upward. No human being can teach at once a hundred persons. In the universities themselves, the overflowing lecture-rooms have made it necessary for us to adopt the German seminar system for that part of the professor's work which he is willing to call his real teaching, as distinguished from his knowledge-

imparting lecture or his examination quiz. The Sunday-school teacher wisely limits his class to ten or fifteen pupils; even the Great Teacher, a reference to whose example makes further argument or illustration unnecessary, found that while He could instruct a multitude by parables and other features of the lecture system, He could really teach but twelve.

This is not of itself an argument for abandoning that which we call a class, but it is an argument for abandoning the delusion that it is a class, or a seminary, of which the chief aim is to benefit those who wish to know more and to get clearer ideas. There are some advantages in the present system, considering it simply as an appendix to the lecture, as an extension of the evening's entertainment. It is probable that many a one who does speak, voices the question which has suggested itself to many others, and that the answer will be awaited as eagerly by a dozen or by all as by him who puts the question. Sometimes a much-needed correction is made by some one in the class who is really in position to know that a statement made by the lecturer is incomplete or incorrect, and again a question reveals to the lecturer that he has inadvertently omitted a necessary qualification, which he had himself intended to introduce, and the omission of which leaves on the audience an entirely false impression of the lecturer's position. Then, finally, the criticism of a student frequently supplies just the stimulus needed to enable the lecturer to send a more telling shot to the centre of truth, to make doubly clear a position in which the lecturer was entirely correct, but which had been somewhat obscurely presented. It is, of course, true that the lecturer will find in the weekly exercises material for a certain amount of valuable class criticism, and that the timid student will sometimes add to a paper a query which can be answered in class, but this could all be done far better if the obstacles to which reference has been made were absent.

Two ways out of the difficulty present themselves. One is to say frankly at the close of the lecture hour that the entertainment is now over and that some business is about to begin in which most of them will not be interested. I am not sure that the class

should necessarily be restricted absolutely to those who do the weekly exercises, though I fail to find any impropriety even in a measure so drastic as that. It would certainly be an effective winnowing-fan even if the minimum of work required were made so light that the preparation of the paper would consume no more time than the composition of an ordinary letter. If this change were made, some of the attractions inhering in the ordinary class would of course be sacrificed. Those brilliant tilts between skilled questioners and speakers, the interesting general discussion in which a half dozen or more are anxious to participate at once, those gratifying outward evidences that the course is making an impression in the community would be gone. If we must choose between them and the opportunity for accomplishing with a handful of students an educational result far greater, our choice must certainly be against the popular class. It cannot be too strongly insisted upon that some one feature of the Extension system must be for this nucleus of students to which Mr. Sadler has just referred. In some exceptional cases the Students' Association, meeting on another evening of the week, supplies this need ; where it does, no objection against the present organization of the class will lie. But the necessary absence of the lecturer from the meetings of the Association and the difficulty of finding a leader who can do the particular work which the lecturer knows ought to be done, are objections too serious to be disregarded.

Better perhaps than the plans suggested is that of holding at a different hour a conference especially intended for the students who have sent in written exercises. It could be done either entirely informally, each one who had sent in a paper calling at the lecturer's rooms or at some appointed place, looking over the paper to note corrections in the presence of the lecturer, asking questions, and holding a short personal interview with the lecturer, or a regular hour could be appointed when all those who had sent papers could meet for a short seminar discussion. The lecturer would call their attention to points of common interest and could put some questions to each member of what would then be in reality a class. Certainly much greater progress could be made if this plan were adopted. It will be replied that it will

be better for the few but not so good for the centre as a whole. But I maintain that the gain to the class under these circumstances would not be offset by any loss in the general economy. We must work through the few in any community. When we wish to get a great furnace of coal on fire we do not apply a lighted match immediately to the large masses of coal. We light first the shavings and the kindling wood and let the fire grow naturally. And note that I am not advocating a measure which will benefit a particular set. The members of the conference, or class, would not be selected by others, but the class would be the outcome of a very natural self-selection, or would embrace all who chose to become students.

The real difficulties are two in number. 1. The fixing of an hour for the conference which will make it possible for the students to attend, and which will not interfere with the lecturer's preparation for the evening's work. While the half-hour immediately preceding the lecture is in many respects an ideal time for a conference of the kind under discussion, it would, if held at that time, leave the lecturer in a less satisfactory condition for his lecture; and if held at another hour it might become too great an additional tax on the student's time. It might tend to discourage some from undertaking the exercises at all if it were expected that they must attend an additional meeting.

2. It might add eventually to the cost of Extension teaching if the lecturer were to undertake this additional work, though I consider that doubtful, at least in the case of staff lecturers. The latter are in position to do certain things of this kind, which, if we would maintain our standard, it will be necessary for us to do. In short, I do not believe that the difficulties to a higher grade of class work are insuperable. We must choose, I take it, between changing our class into a smaller body of students properly so termed, and adding the special conference for students, either of which plans would work beneficial results. The latter plan has the special advantage that it would enable us to retain the so-called class of the present organization with all its advantages.

I have not thought it necessary in this short paper to dwell exclusively on the necessity of doing in Extension teaching that

work for which as distinguished from the lecturing the class itself stands. We should probably all agree that the lecturer who spends but one hour in the lecture-room, and in the neighborhood, however valuable and interesting his lecture may have been, has not done his full duty by the centre with which he has made his engagement. In view of the general announcement, by Extension societies, of the class as an essential feature of the Extension method, it is doubtful if a committee is justified in making an engagement with any lecturer who is too busy to undertake the class work, without providing that it shall be done by some one who shall act as the lecturer's deputy. There may be special reasons for engaging a lecturer whose time is thus in demand, but there can scarcely be a justification for sacrificing this feature which we hold up as the most valuable for the sake of getting a brilliant series of lectures, which we have repeatedly in circulars and from the platform declared to be no essential feature of our system.

The class is valuable because it gives the best opportunity for that personal contact without which there can be no teaching; because it reveals the teacher, and reveals the student, and strips the mask from the pretender in either position. Every tendency away from this strict Extension ideal of class organization should be checked,—every change which brings us nearer its realization should be welcomed. It will be objected, perhaps, that I have been discussing the form rather than the substance of this matter. It is, of course, the kernel, not the shell we are after, but University Extension, if it is anything, is a mechanism for accomplishing certain ends. Here, as in the case of a wagon-wheel, very much depends upon the form. I have suggested some changes in form which merit at least discussion and experiment. If a profession of faith on the main question is needed, I willingly subscribe myself again a firm believer in the Extension class, as the most important discovery of the age, in the line of popular education, as a discovery too valuable and a weapon too efficient for us to allow it to become anything else than it was meant to be, a bringing together of students and teacher.

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THE American Society for the Extension of University Teaching was founded in response to a deeply-felt want for a National Association which might assist in promoting the work of University Extension. The friends of popular education feel that the time has come for a better utilization of the facilities for instruction which are to be found in our existing educational institutions. Experience has shown that this object is accomplished with great measure of success by the movement popularly known as University Extension. The results of this system in several countries—notably in England and the United States—have attracted much attention, and its merits are now widely known.

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REPORT

UPON THE

UNIVERSITY

EXTENSION MOVEMENT

IN ENGLAND.

PUBLISHED BY
ORDER OF THE SOCIETY.

REPORT

UNIVERSITY

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EXHIBIT

REPORT OF THE SECRETARY.

TO THE OFFICERS, COUNCIL AND MEMBERS OF THE PHILADELPHIA SOCIETY FOR THE EXTENSION OF UNIVERSITY TEACHING :

As the result of the visit to England, made at your request, the following report upon the University Extension movement is submitted :—

The idea of expanding the influence of the University so as to meet the needs of a rapidly-growing and progressive people dates back several centuries. Dr. Roberts, Secretary of the London Society for the Extension of University Teaching, tells us: "In a fourteenth century college (Clare, 1341) endowment deed at Cambridge, it is recorded how the college was founded out of a desire to see the number of students increased, to the end that knowledge, a pearl of great price, when they have found it and made it their own by instruction and study in the aforesaid University, may not be hidden under a bushel, but be spread abroad beyond the University, and thereby give light to them that walk in the dark by-ways of ignorance."

"The phrase 'University Extension,'" Mr. Sadler, Secretary to the Oxford Delegacy, tells us, "seems to have first become current in the discussions on University reform during the years immediately preceding 1850." It was evident that the poorer classes were receiving no benefit from the University. A number of influential gentlemen presented a petition craving some measures of reform—a return to the early days when the poor received equal advantages with their wealthier kinsmen.

The aim of this agitation has been very tersely put by Mr. Gordon, of Christ Church, Oxford, who said : " I look for the Extension of the University to the poor. It should strike its roots freely into the subsoil of society, and draw from it new elements of life and sustenance of mental and moral power."

While directly out of this movement the scheme of University Extension, as understood to-day, did not arise, still it constituted a step forward. Either just before or after this time we find : undergraduates were permitted to live outside the college buildings ; religious tests were abolished ; new halls were opened ; and the privileges of the University were thrown open to students without subjecting them to the enormous expenses which usually accompany the same. Later on educational institutions outside of both the old University towns were affiliated ; and Cambridge to-day offers the advantages of affiliation to such towns as will support a thorough scheme of liberal education.

In 1850 Mr. Sewell, of Exeter College, in his " Suggestions on University Extension," proposed that the University should support lecturers at Birmingham and Manchester. But as the University had heavy fixed charges such a plan could not be entertained.

Meantime another advance was soon to be made. The Universities entered upon the work of testing the results of secondary education. In other words, they commenced what they call " Local Examinations." In this they were well supported by the public, and as a result a great improvement took place in middle-class education.

But one more step remains before we arrive at the scheme of University Extension as understood to-day. The system of local examinations needed but little adaptation to meet the wants of the new plan. There was a strong central authority coupled with well-organized local administrative organs.

It remained for Prof. Stuart, of Cambridge, to seize the great opportunity that offered itself. In an address at

Oxford, in 1889, he says that a number of ladies in 1867 invited him to lecture before them on the art of teaching. He declined on the ground of insufficient experience, but offered them a *course* of eight lectures on another subject. They had asked for a single lecture, but he offered them a course. He was out of patience with the system so much in vogue of having single lectures on many subjects, and on its overthrow he was bent. This course was delivered at four places, and at each was well received.

It is interesting to note that they were confined to women—a class heretofore totally ignored in all schemes for University Extension—and one destined to play a large part in the future of the movement.

Seeing that his plans were not adopted at once, in 1871 Prof. Stuart addressed a letter on the subject to Cambridge University. He wrote: "The demand for education exists. It is incumbent on us to supply it, and I believe that some such system which will carry the benefits of the University through the country is necessary, in order to retain the University in that position with respect to the education of the country which it had hitherto held, and to continue in its hands that permeating influence which it is desirable that it should possess." Continuing, he said: "It is not only our duty to foster and encourage a demand for education wherever it exists, but, by the attitude we assume, to endeavor to call it up where it does not exist, or has not the energy to express itself." This is an important thing to remember in connection with the work in Philadelphia—that in the great majority of cases demand for higher education must be created.

Finally, Cambridge consented to give the plan a trial; and with much difficulty made a successful beginning. The work has gone on increasing till last year they had 11,500 "Extension students."

As a direct outcome of this movement, University College at Nottingham was founded in 1877; another was established at Sheffield; the Yorkshire College was extended

to include both literature and science; University College at Liverpool was organized, and through the generous aid of two Oxford colleges, University College at Bristol was opened.

In 1878 the University at Oxford took up the work. For many reasons it was unsuccessful. The scheme seemed to lack vitality. Here again it was found they would have to create the demand, and in doing this it was necessary materially to reduce the expenses incident to a course. Several years after it was decided to offer courses of six instead of twelve lectures. At once the work seemed to revive. It has rapidly spread out, until last year the students in the Oxford courses numbered about 18,000. The results seem to justify the radical departure. A firm foundation has been secured; the time has now come to tighten up the screws, and Oxford has this summer announced that no more certificates will be awarded for courses of only *six* lectures.

THE LONDON SOCIETY FOR THE EXTENSION OF UNIVERSITY TEACHING.

No sketch of this movement in England would be complete without some account of the work of the London society. I shall give a retrospect of it from the *University Extension Journal* for February. "The history of University Extension," in London, "has been a history of growth;" and the "movement has shown marvelous vitality and power of adjustment to changing conditions. The London Society for the Extension of University Teaching, to which belongs the honor of having been the first body to follow the lead of Cambridge, is now entering upon the fourteenth year of its existence. Its foundation dates from the public meeting held at the Mansion House, on the 10th of June, 1875, under the presidency of the then Lord Mayor, when the following resolution, moved by Mr. Goschen, was carried: "That the principle of the Cam-

bridge University Extension scheme be applied to London, and that the various educational institutions of the metropolis be requested to co-operate in an endeavor so to apply it." To those who were present at that first meeting, and who followed the fortunes of the infant society in its early struggles, the present position of magnitude and educational success which the work has attained must be as astonishing as it is satisfactory. The seven courses and 139 entries of 1876 have grown into the 100 courses and 10,881 entries of 1889. A movement which can begin to count its courses by hundreds and its students by tens of thousands, is clearly a factor that cannot be left out of account in any estimate of the educational resources of the metropolis.

"The connection and co-operation between a number of bodies intimately concerned in the work of education, shadowed forth in the resolution, the founders of the society fortunately succeeded in establishing. The principal educational institutions in London, including, notably, University and King's Colleges, manifested their good will to the movement by acceding to the request of the provisional committee. Representatives of these institutions have sat upon the council of the society from the outset, and their presence has given it that representative and impartial character which was essential to the success of such an end as the society set out to attain. Two years ago the representative element was still further strengthened by the admission of nominees of the conference of local secretaries.

"Furthermore, the Universities of Oxford, Cambridge, and London consented to appoint three members each, to form a Universities' Joint Board, to nominate lecturers and examiners, and undertake (in conjunction with the Council) the general supervision of the teaching, and thus give that University status to the work which the absence of a teaching University in London rendered necessary. The existence of this board has further secured for the Lon-

don society the advantage of a wide choice of lecturers, and a close connection with both the old Universities, without the disadvantage of undesirable competition.

"In reviewing the past of the society, it is interesting to note how each stage in the progression was intimately associated with some adaptation of the scheme of operation suggested by actual experience.

"The earliest courses were arranged at permanent institutions, such as the London Institute and the City of London College, but the smallness of the audiences clearly proved that this was not the direction in which the hopes of the society could best be realized. The subsequent formation of special committees in central and suburban districts, arranging for courses of lectures in a local hall, immediately led to a marked improvement in the size of the audiences and the character of the work done.

"As year after year passed by, and the lectures became established at different centres, the society found itself faced by the difficulty of providing special courses for the needs of its advanced students. Here, then, beyond question, was indicated the relationship that should exist between the system of 'University Extension' and permanent institutions. A part of the regular work of such institutions should be to provide, for the students who have made a beginning at local centres, opportunities of completing a systematic curriculum of study.

"Two years ago the Council, by the kindness of the Gresham Committee in placing at their disposal the lecture theatre at Gresham College, were enabled to add to the efficiency of their work by establishing central courses for students from their various local centres.

"A comparison of the largest audiences of to-day with those of earlier years reveals a growth which is almost incredible. It is not, however, to this increase in numbers, remarkable and important as it is, that the Council have alone to point in proof of the success of their enterprise. The improvement in the quality of the work done by the

students has been not less marked. The recent institution, by the Universities' Board, of sessional certificates and certificates of continuous study has given something of form and direction to this effort after greater continuity. Much yet remains which can only be thoroughly and effectually accomplished when the movement passes into a permanent University system. Already it has prepared the way for a new, far-reaching and vivifying departure in University reform. It points to a future full of hope. Seeds have been sown that even now give promise of a rich harvest. In the short, popular courses of free lectures—the People's Lecture Scheme—the Council have to their hand a valuable means of establishing vigorous new centres in such a manner as to secure that keen, active local interest which is so essential a condition of success. The annual address at the Mansion House, the frequent conferences of local secretaries, and other developments of the work in adding to the efficiency of the organization, have contributed to the growth of a spirit of unity among the students, which it is so important to encourage."

LOCAL CENTRES.

In the establishment of a local centre it is desirable to get it within brick and mortar at the earliest possible moment. In the early days of the work, the advantages of having a permanent headquarters far outweigh the disadvantages of being so closely allied to an existing institution.

The simplest method of forming a centre is to have some organized body having a hall, appoint a committee to manage the work, which is not, as a rule, considered a part of their curriculum, but which is easily supported by means of a separate organization. Existing facilities should be used, but new organizations created. If they act wisely, they generally add a number of the influential people of the neighborhood. It is important that the committee should be thoroughly representative of the district.

After it is formed and organized, the next thing is to feel the pulse of the people. To do this a popular course of two or three lectures is given, illustrated, if possible, with the oxy-hydrogen lantern. At each lecture circulars are distributed explaining the aims and methods of the University Extension, and inviting the reader to fill in his name and address, and state his opinion as to the feasibility of establishing a centre. The last lecture of the course is adjourned very early in the evening, and the work of the society is explained more in detail. An organization is then effected by electing a president and secretary, and appointing an executive committee. The nature, extent and subject of the course are then decided, as well as the many other details incident to the work. Mr. Sadler thus describes the work at the centre after the appearance of the lecturer: "When the lecturer arrives for the first time he is taken to the house of one of the committee. He learns from his host the nature of the audience, and hears of many local difficulties and peculiarities. He delivers his inaugural lecture, organizes his class, and explains the method and opportunities of the scheme. If he is successful, the doubtful are convinced, and the 'course' is satisfactorily floated. The lectures are delivered at weekly or fortnightly intervals. There are from six to twelve lectures in the course. A universal characteristic of Extension lectures is the syllabus, a pamphlet containing an analysis of each lecture, a list of text-books and other authorities on the subject, and such quotations and statistics as the lecturer finds it expedient to put into print. Whenever possible the lectures are illustrated by specimens and diagrams. Owing to its intrinsic merits and to the difficulty of carrying cumbersome diagrams and specimens about by train, the magic lantern is in growing favor as a means of illustration. In some cases the lecturer is able to make use of the local museum, and in the case of one or two courses on musical subjects a local chorus has been trained for the purpose of illustration. After each lec-

ture there is a pause, during which a portion of the audience withdraws, leaving only the 'students.' At each class questions are given out on which the students write short essays. These 'weekly (or fortnightly) papers' are regarded as one of the corner-stones of the system. They are usually sent to the lecturer by post, and he returns them at the following class, bearing his comments. In the case of the Oxford lectures, a 'traveling library' accompanies every course. It consists of a strong box containing about twenty or thirty of the books recommended by the lecturer. These books are either lent in rotation to the students or deposited in some accessible room for reference.

"At the close of the course, the lecturer prepares a list of those students who have attended at least a certain proportion—usually two-thirds or three-quarters—of the classes, and have written the same proportion of the 'weekly papers.' These students are qualified to sit for the examination, which is held at the centre by the University authorities. Three weeks or a month after the last lecture of the course the lecturer issues a list of successful candidates, arranged in two classes; those who have 'distinguished' themselves, and those who have 'satisfied the examiner.' A prize is awarded to the student at the head of the list. At a later meeting, not unfrequently the first lecture of a subsequent course, some local magnate distributes the certificates and gives away the prizes."

Frequently a centre is organized for work of a special character. For instance, in London, that at Gresham College is of a distinctively advanced nature, so that it acts as a sort of high school for the other centres. In Liverpool they have a centre to meet the wants of women in higher education, while in Manchester several schools have been known to continue to form a centre to furnish instruction in physiology for their students. Then there are cases where the work at local colleges and institutes is practically under the supervision of the Extension workers. Cam-

bridge has charge of the work at Nottingham College, and Oxford of that at the Huddersfield Technical School ; the London society also gives lectures at the Birkbeck Institute and at the Royal Holloway College.

In deciding the length of our courses we should keep in mind the two advantages of short ones. Until the work has taken root it is necessary that the instruction should be made as popular as possible ; and until interest and enthusiasm have been awakened the expense must be kept at a minimum.

At Cambridge they are experimenting with a view of cheapening the courses to poor centres. Some of the brighter Extension students, who pass the examinations with honor, are selected to repeat the course at the weaker points. Much can be said for and against this plan, but if any centre needs the very best talent it is those feeble ones. Furthermore, one of the essential ideas of University Extension is lost sight of—that of bringing the minds of the students into living contact with the culture of the University.

The method of proceeding with the organization of local centres in this city is a subject demanding careful consideration. An attempt to cover the whole city at the outset would but invite defeat. Failure at one centre would do more harm than a moderate success at five. The work must necessarily proceed slowly ; the whole history of the English movement shows that it is a growth, and not a creation.

I would suggest that the most available and promising points, say to the number of five or seven, should be selected, and local centres organized at once, these to be followed as rapidly as possible with the establishment of others.

THE LECTURER AND AUDIENCE.

I shall now, for a moment, turn to the lecturer and his complement, the audience. No distinction as to sex of

class is ever made. Indeed, it is one of the fundamental ideas that they should be brought into contact.

At the afternoon classes about 90 per cent. of the audiences are composed of ladies of leisure and school-girls. Mr. MacKinder says that, "the great majority of courses are delivered in the evening to audiences composed in the main either of tradesmen and their families, or of workingmen. These are the rank and file of Extension centres, and our quarrel is not that the tradesmen centres are too numerous, but that the workingmen centres are too few. What has already been done is, however, enough to show that if the right kind of teacher is forthcoming, and the financial difficulties are surmounted, the workingmen are quite ready to avail themselves of opportunities. During the last winter the Rev. E. Hudson Shaw has delivered for Oxford, courses to audiences almost exclusively composed of workingmen—of 450 at Helen Bridge, 600 at Oldham, 500 at Tolmorden, 260 at Ancoats, Manchester, and 500 at Sowerby Bridge.

"One very important class remains to be spoken of, the elementary school teachers. They have availed themselves very largely of the system. Since much of the effects filter through them to the next generation, their attendance is generally felt to be of the utmost importance, and it has become a frequent practice to allow them tickets at reduced prices. At a course delivered by Mr. MacKinder at Manchester, some two or three years ago, out of a total average attendance of 400 no fewer than 105 were elementary teachers.

"We have spoken of various classes attending the lectures; let us hasten to add that classes composed wholly of one class are rare. One of the most conspicuous and gratifying characteristics of Extension work is the way in which it brings together students of very different ranks. In an examination recently held at a lecture centre, among those who were awarded certificates of distinction were a

national schoolmistress, a young lawyer, a plumber, and a railway signalman."

The work required of an Extension lecturer is of a special character ; it needs a man who is well rounded. At first they must necessarily be men engaged in other callings, but ere long we must develop a corps of men who shall devote their whole time to this work. In brief, University Extension lecturing is destined to become a new profession.

As Mr. Sadler rightly says, "a man of sound knowledge and many interests, rather than the learned specialist, is needed for the work of University Extension. Mere knowledge of his subject is not enough. He will often have to lecture to people who need convincing that it is a subject of interest and importance to them. In order, then, to realize the best way of teaching it he must be able to put himself in their place ; he must be capable of taking an outside view of his subject. He must also be able to make his hearers feel the place which it occupies in the wide field of knowledge ; he must know how to appeal to the varied information possessed by an audience consisting largely of adults, in such a way that each may find in his previous knowledge a foundation for his new study. The lecturer does not deal with children, but with grown men and women. He must, therefore, make their practical experience of life tell on the subject which he commends to their attention. Further, he must seek to communicate to his students a correct impression of the relative importance of the different parts of his subject ; he must have instinctive tact in selecting salient points. But he has to address large audiences, and not to teach in small class-rooms where a conversational method of instruction is suitable. He must have some of the powers which go to make a good platform speaker. He cannot afford to bore his hearers, for they are not compelled to come to listen to him again. It is his difficult task to combine the lucidity and force of good platform-speaking with

the accuracy and precision of language which characterize the scholar.

"His success as a teacher will depend on his convincing his audience that he is in intellectual sympathy with them. It will not do for him intellectually to despise them. He is facing an audience which comprises persons whose experience has lain in channels of which he himself knows little or nothing. In a sense, he is a specialist in one subject addressing persons who are themselves specialists in fifty others. The relation, then, between the lecturer and his audience is rightly one of mutual respect. Many, indeed, there will be among his hearers who have been compelled by other claims, of household duty or of business life, to forego the opportunities for study which he himself has enjoyed. But this does not mean that they have experienced in their lives none of the mental discipline, the concentrated application, the need of judgment and criticism, which have been the forces education has brought to bear on his own life. Above all things, the lecturer must have moral earnestness, and must care deeply for the subjects which he teaches. He must, therefore, have a high ideal of the responsibilities and possibilities of his occupation. He will have to come in contact with many different classes of people; he will often have to lecture to ladies in the afternoon and to workingmen at night. This will call for a good deal of skill in handling his subject, so as to present it in a form suitable for both kinds of audiences. It will not do for his lectures to be stereotyped.

"Again, in many places his advice will be sought on matters of organization. The most successful lecturers have been those who, like Mr. Moulton, of Cambridge, have given great attention to the practical means of arranging associations of students, federations of centres, and other matters which, though primarily concerned with the business side of the work, are still of importance to the teacher, because they consolidate the system in which he is em-

ployed, or improve the material with which he has to deal. A lecturer with a turn for organization will thus find constant opportunities for usefully employing it. University Extension, in a word, needs men who belong exclusively neither to the academic nor the business world, but who can sympathize with the aims and interests of both."

Before a new lecturer is accepted at Oxford, he must have prepared a satisfactory syllabus and delivered the course before the Board of Delegates, or the Oxford Training College for Elementary Teachers. A class is formed as usual, and he is questioned and criticised. If he successfully passes the ordeal, a sum of money is voted to enable him to visit flourishing centres, and observe the methods of senior lecturers, after which he is regularly placed on the staff.

AFFILIATION.

"The binding of the centres to the University," says Mr. Sadler, "has been promoted in two different ways: by the offering of special advantages to a centre which submits to the more definite guidance of its studies by the University, and by the invitation of the students to reside for a short time in the University itself. Cambridge has led the way with the former, Oxford with the latter."

It has for some time been the custom of both Universities to affiliate local colleges, granting to their students valuable University privileges and remitting one out of three years of residence necessary to the degree. But Cambridge has gone still further; even where a local college does not exist, if the local centre will agree to carry out a comprehensive and systematic course of lectures continuing for four years, and if its students in addition pass the preliminary examination for entrance to the University, the right of affiliation will also be granted to it.

It is to be doubted if any will take advantage of the remission of a year's residence, but its chief value lies in

the fact that it gives a definite character to the certificate. That the students think highly of affiliation may be readily perceived by any one attending a Cambridge conference, where they can be heard in debate, proudly proclaiming, "We, of Cambridge;" and already they are seriously discussing the propriety of granting the title of C. S. A.—Student Affiliated to Cambridge.

The adoption of affiliation marked an epoch in University Extension. It is but one of the many signs of the consolidation of a movement out of which, at no very distant day, there is destined to arise a scheme of higher education truly national in character.

THE OXFORD SUMMER MEETING.

One of the more recent developments is the Summer meeting of the Oxford movement. The first one was held in August, 1888. It lasted nearly a fortnight, and was attended by 900 students. Short courses were delivered in the morning, and in the evening eminent men addressed them upon a variety of topics. The occasion was an inspiring one; and, as Mr. Sadler says, "the foundation of many new centres is directly traceable to the enthusiasm of this meeting."

The success of this departure led to another advance. The next meeting, held in August, 1889, and lasting throughout the month, consisted of two parts, the first closely resembling the former meeting, while the second lacked those elements of intellectual dissipation.

Last August the third Summer meeting was held, which I had the privilege of attending. It was an inspiring sight, long to be remembered, to see those 1200 students gathered in the grand old town of Oxford under the shelter of their *alma mater* once removed. The entertainment provided for them was tolerably substantial and varied. The subjects of the lectures included history, poetry, philosophy, archæology, political economy and physiology. But while, as I have said, these were tolerably substantial,

still they did not constitute the whole benefit which the students derived from their visit. Lectures they can hear at home, but to be able to wander in and out those quaint buildings and taste the inspiration which only a place like Oxford has to offer, was a privilege not frequently enjoyed by them. In the course of their stay they visited most of the colleges, and had many a scene of English history vividly recalled to them. They heard the story of the expulsion of the Fellows of Magdalen and saw them in imagination trooping out of their pleasant lodgings, through the old gray cloisters, and casting back many a lingering look on their beloved chapel and beautiful walks. They gazed on the Martyrs' Memorial, and sauntered into King Charles' apartments at St. John's. Those who were of a literary bent might commune with Johnson at Pembroke, follow Addison around Magdalen walks, or look in on Thomas Wharton, busy with his history of poetry, in his rooms at Trinity. These are the associations with which Oxford teems, the elements which render the Summer meeting of inestimable value. To come into contact with them is a liberal education in itself. Those attending this meeting are not by any means confined to the better classes. More than twenty scholarships were offered to enable the very poor to attend. The report of the examiners is interesting as showing the character of the work done by this class: "There has been a great increase in the number of essays sent in, and the high level reached in the competition last year has been fully maintained.

"The historical and other essays written by workingmen are worthy of special praise.

"In science, the number of good and deserving essays was far in advance of anything experienced in previous years. The best essays were extremely good, and proved that very hard and conscientious work had been done. The majority of the essays were up to scholarship standard.

"The best essay written on the literary subject showed a remarkable amount of reading and thought, but the exam-

iners regret that more essays were not written on the subjects drawn from English literature."

Ten years ago who would have thought to hear the miners from the North of England speaking in the halls of Oxford. Yet it was my privilege to hear these very men, persons who drop their h's and add them where they should not be, standing side by side with the dons of Oxford, debating questions concerning the future of the movement. The force with which they spoke well merited the ovation they received when the Chairman would announce that Mr. —, a workingman from — had the floor.

THE CAMBRIDGE SUMMER MEETING.

The Cambridge Summer Meeting differs from that of Oxford chiefly in being more practical and less popular. About fifty students gathered there last August to pursue courses in chemistry, physics, geology, art, etc.

The Course in Chemistry was given in the University Laboratory. After the lecturer had performed a series of typical experiments the students were expected to repeat them.

The Cavendish Physical Laboratory was also open to them for practical work.

On alternate days the geological section met at the Woodwardian Museum to see a series of demonstrations on the leading fossil types of the animal kingdom, illustrated with specimens from the museum.

The Fitzwilliam Museum of Archeology was thrown open for illustrated lectures on Greek Art.

Those interested in Architecture studied the buildings in Cambridge, and made trips to the surrounding towns.

It should also be added that at certain hours the University Library was open to them. Altogether, the privileges and advantages offered by Cambridge, although to a much smaller number, were far greater and more valuable than those granted at Oxford.

METHODS FOR ENCOURAGING INDEPENDENT WORK.

One of the primary aims of University Extension is to encourage and foster independent study. To implant such a desire for work that the student, of his own choice, will continue his reading after the lectures are adjourned. One of the best means of accomplishing this is through the organization of Students' Associations. They generally meet weekly or fortnightly, and papers are read by the members, or a discussion is held upon some point arising out of the course. Occasionally a talk is given by some local University man. Mr. Roberts says that "one of the most interesting cases in which thorough work has been carried on in this way during the Summer was the case of Backworth, a mining village in Northumberland. The Backworth Students' Association has now for several years pursued a definite line of study during the Summer months. The year before last they carried on practical work in Physiology, supplementing the course of the previous winter. The association consisted of miners, and was consequently possessed of meagre funds. The members, however, begged and borrowed a few microscopes, and with the personal help given them by the Tyneside Students' Association, the lecturer's syllabus, and such written instructions as he was able to send, they worked from week to week for several months. At the end of that time the lecturer set them a paper, informally, and reported that exceedingly good work, considering the difficulties to be overcome, had been done. There is no reason why some plan of this kind should not be largely extended. At the close of a session the lecturer might lay down a course of reading for the Students' Association. It might be arranged that he should give three or four lectures at intervals of three weeks or a month. Furthermore, the students might send paper-work occasionally, and be in constant correspondence with him. In the case of scientific subjects it is most important that some means should

be found for holding practical classes during the Summer months."

These societies have a double function: (1) During a course of lectures the students assist one another in preparing for the weekly exercises; (2) they sustain systematic work in the interval between one course and another. They serve to give permanency to the local centres, for their organization is continuous. They cultivate the student spirit, which it is most desirable to encourage; and they prepare the way for a sequence of courses which it is so difficult to establish and maintain.

To these associations may be attributed the great advance of the work during the last year, considered from a strictly educational standpoint. The last report of the Cambridge Syndicate says: "It is specially satisfactory to find that the more educational side of the system is that which shows the greatest expansion. In 1886-7, in which year the number of courses and the average number of persons attending lectures approximated most nearly the corresponding number in the present year, the percentages of persons sending up weekly papers and persons examined at the end of the courses were 18 and 12.8, respectively. In the present year the percentages were 21.7 and 15.5."

Reading circles, in connection with Extension work, have practically been abandoned. Two things have led to this: (1) The Students' Associations have, in great measure, absorbed their function; and (2) there is now an independent society for such work.

THE NATIONAL HOME READING UNION.

The work of this society is so closely allied to the Extension that it will not be out of place for me briefly to sketch its plan of operations.

Broadly speaking, the first Home Reading Circles, established by Oxford, were simply an extension of the Ex-

tension. As the Extension societies were organized to reach the masses who could not go to the University, so the Home Reading Circles were designed to extend to the more isolated student as many of these benefits as possible.

But reading circles as a part of the Extension scheme were necessarily limited in their scope. The Universities could not be expected to take up secondary education; their courses of reading were all of an advanced character.

Here was an opportunity for organizing a comprehensive scheme of home reading; and to the unwearied efforts of Dr. Paton, the existence of the National Home Reading Union is due.

The objects of the Union are very admirably stated by Mr. J. Churton Collins, in the *Contemporary Review* for August. They are these: "To promote continuous and systematic home reading among all classes of people in such a way as to make it truly educational; to associate those who are engaged in definite courses of home reading in local circles, that they may pursue their studies under common guidance and after common methods; to give as much help to such students as can be given by printed explanatory notes, and by such instruction as can be communicated in writing; and, lastly, to bring the reading circles, if possible, and as much as possible, into contact with oral teachers. It is proposed that the regulations should be so passed as to meet the requirements of three distinct classes of readers. First, the boys and girls, who at ages varying from 11 to 15 have left school—cast on the world in the possession of a gift, the gift of reading, which may, under proper guidance, prove the greatest of blessings, or without that guidance one of the greatest curses. The aim of courses designed for them should be to put them in the way of preserving and extending the knowledge already acquired at school; to enable them also to obtain the special technical instruction which will be of use to them in

their several callings ; but, above all, to initiate them in such studies—poetry, fiction, history and the like—as will teach them the sources of life's highest and purest pleasures. Next would come the artisans. Here the curricula should run on similar, but on more advanced lines, bearing, of course, more directly on the business and duties of life, on the workshop, the home, and the State. The courses of reading here might be associated on the practical side with the technical schools, on the side of culture with the University Extension lectures and classes. Lastly, would come that large miscellaneous class 'whose education at school has been more advanced, but who have not been able to continue it at college, or, who, having left college desire to review the course of study which they pursued there, and to extend it in other directions.'"

The same writer gives these curricula as an outline of the work.

CLASS A.

THE YOUNG PEOPLE'S SECTION.

(1.) The Faculties of Observation and their training, showing how the observing faculties might be developed and used.

(2.) Elementary Science, especially applied to health, trade, etc.

(3.) Biography.—Lives of heroic men and women, so that the minds of young people might be filled with heroic ideals, and that it may be shown them how every sphere of life offers opportunities for true heroism, for courage, sacrifice, fidelity to truth, and noble service to God and man.

(4.) Adventure, and the training of the active powers for life, showing that high aims are worthy of great efforts.

(5.) Fiction.—Showing the uses of it, and how it can be wisely read.

(6.) Natural History.—To give interest in natural scenery, and in flowers and animals.

(7.) National History.—Special epochs and episodes, taught so as to quicken patriotism.

CLASS B.

ARTISANS' SECTION.

(1.) Political and Social Economy.

(2.) The elements of Political Philosophy.

(3.) History.—(a) General ; (b) Constitutional ; so as to educate for political duties.

(4.) Elementary Science, especially applied to daily life and to business.

(5.) Selections from Literature, both general literature and English literature, so as to guide to the best writers and to keep up their study, and so as to show the growth of literature and its relations to national life. What should be chiefly studied are the humane and inspiring elements of literature, so that literature may be used to ennoble and liberalize the character.

(6.) Biography. } These being used with an educational purpose, both in respect to
(7.) Fiction. } knowledge and conduct.

CLASS C.

GENERAL READERS' SECTION.

Proceeding on the assumption that any advanced educational course of reading must contain history and literature, and may contain science and philosophy, or both, the proposal here—details are, of course, not specified—is that the system of study should thus arrange itself :

Science.	—	Philosophy.
Literature, General and English.		
History,	" " "	

Mr. Collins says further: "The scheme in practice, the scheme as it is now working, is simply the realization of the original design. Its general aim is, as we have already said, the education of the people, partly by supplying—and as attractively as possible—all that a system so necessarily limited and elementary can supply of that education, and partly by initiating it, through awakening and directing intelligent curiosity, and thus kindling desire, and developing capacities for more advanced instruction. With these ends in view, the courses of reading are studiously framed. The executive committee issue annually, for the sections into which the students are divided, the lists of books which are to form the reading courses in each subject for the ensuing year. These books, which are most carefully selected, are, in the artisans' and general readers' sections, arranged in three divisions: Those required, the perusal of which is obligatory; those recommended, the perusal of which is optional; and those which will be found useful for reference. To every book is affixed the price at which it can be obtained at the central office, or from the local agents of the Union; and special arrangements have been made to secure cheapness. So carefully, indeed, has the question of expense been considered, and so skillfully have difficulties of this kind been obviated, that a few shillings would, as a rule, cover the cost of all the works prescribed in the required portion in each course. Our readers may be interested to see a specimen of one of the reading curricula. We select the philosophical course for next year.

"The books required are these: Lotze's 'Practical Philosophy'; Sidgwick's 'Outlines of the History of Ethics'; Butler's 'Three Sermons on Human Nature.' The books recommended are Davies' and Vaughan's translation of the 'Republic of Plato'; Williams' translation of 'Aristotle's Ethics'; a translation of the Enchiridion of Epictetus; Capes' 'Stoicism'; Lucas Collins' 'Butler'; Mill's 'Utilitarianism'; Sidgwick's 'Methods of Ethics.'

"Each month is published the magazine of the Union in

three sections, the sections corresponding to the readers, one being devoted to the junior students, another to the artisans, and a third to general readers. It contains instructions for the guidance of the month's reading, a general introduction to the books prescribed in the several departments of study, directions for the thorough and methodical mastery of each work, an explanation of its scope and purport, notes on the difficulties which the student is likely to encounter. It thus endeavors, as far as possible, to supply what is in oral systems of instruction supplied by lectures. But it supplies more than this. It is designed to fill the place, not merely of the lecturer, but of the tutor. A medium of communication between the students and their guides is provided by the memoranda sheets. On these sheets, which are issued every month to the reading circles, and to readers unconnected with these circles, are entered all such questions as students desire to put to their teachers. These sheets are sent up to the central office, and the answers duly appear in the columns of the magazine. At the conclusion of each reading season, any student can, on the payment of a small fee, be examined on the work of the session by an examiner appointed by the executive committee.

"The arrangements made for the enrollment of members are such as to place the privileges of the Union within reach of all. The annual subscription to the Junior Section is one shilling, to the Artisan Section one shilling six pence, to the general Readers' Section three shillings, and these fees include the monthly magazine. The students may enter either as members of circles or as single individuals. A circle consists of not less than five members, under the guidance of a leader, who presides at its meetings, sees that all the conditions prescribed by the executive committee are fulfilled, and is the medium of communication between the circle and the central office. The progress of the Union has been most encouraging. Last September the number of members amounted to upwards

of 6000, and the numbers are daily increasing. In all parts of England, Ireland, Wales and Scotland circles have been formed. In Lancashire alone there are ninety-eight circles, with an average of thirty-two for each section. Circles are at work in Channel Islands, in Germany, in Turkey, in St. Petersburg, in Japan, and in India. The most favorable reports have been received of the progress of the scheme in South Africa, where it has, as its local centre, the Hilton College at Maritzburg, and arrangements are now being made for the formation of circles among the English in China."

DISTRICT ASSOCIATIONS.

The year 1887 marked the formation of the Southeastern and Northern District Associations. In 1888 the Southwestern and Yorkshire Associations were organized. They consist of all the local centres in their several districts. The objects of these associations as set out in the by-laws of the Yorkshire Association are: (1) The organization and extension of University teaching. (2) The suggestion of subjects and lectures and the grouping of centres for lectures. (3) The organization of lectures and systematic work in vacation. (4) The formation of students' associations and the lending of books. (5) The promotion of higher education generally. A strong association for such purposes might exert an unlimited influence. As Dr. Roberts says, "It would in some very real senses be the analogue of a local college." In his report in 1887, he pointed out, "that if something of this kind could be done, there would grow up in districts a definite and organized educational system—a floating local college, as it were. A senior lecturer might be placed at the head of such an organization, who would have the associated centres under his charge, and would make the district his headquarters all the year round. It would not be necessary that he should himself lecture every winter in the same district, but he would be its official head, responsible

for its organization and supervision. He would be in communication with the several local committees, would help them in organizing their work and would arrange where possible supplementary classes during the summer months, when no lectures were given. As a further advantage, such an arrangement would offer to young graduates desiring to lecture, an opportunity to conduct summer classes, or give lectures in outlying villages during the winter, and thus gain experience before being appointed to deliver an ordinary course of lectures."

From time to time conferences are held, to which each centre sends representatives. Difficulties which may have arisen are discussed, and measures for their reduction are adopted.

FINANCE.

"There is probably no question," says the *University Extension Journal*, "that more closely touches those who have taken part in the local management of University Extension Lectures than the question of finance. Every local committee, at some time or other in its history, has found itself face to face with the financial difficulty, the true significance of which, however, has not always been recognized. Broadly speaking, it may mean either ineffective local management, or the efficiency of a centre maintaining consecutive courses; that is, it may appear as a manifestation of weakness or as a sign of strength. It is due to weakness if it exists at centres where the courses are arranged without any regard to educational sequence, and are designed simply to attract large and popular audiences. At such centres, if any serious financial difficulty exists, it usually means inefficient local organization, for the experience of recent years has shown that it is possible, by adopting special means, to secure as large an audience as a committee may desire. It is not, as is often supposed, mainly a question of the fee paid by students, for at some centres, charging only one shilling for the course, the attendance has been small, while at other cen-

tres of a similar character, where the fee has been three shillings, the audiences have been four times as large. A large audience is the only justification for a low fee. Local committees have constantly made the mistake of supposing that a low fee, or a reduction in the fee will, in itself, be sufficient to secure a large audience, or that the mere announcement of a free lecture will draw a crowded house. Without sustained and vigorous personal effort large audiences cannot be secured; and if this is wanting at a centre, the financial problem, if it presents itself, ought to find solution in voluntary subscriptions.

"On the other hand, the financial difficulty may present itself, and, indeed, must do so with increasing urgency at all centres which are really strong; that is, the centres which meet the needs of their earnest students by providing a regular system of continuous work, extending over a series of years. Advanced courses in any subject will necessarily be attended by smaller audiences, and will need for their maintenance outside financial aid."

THE UNIVERSITY OF THE FUTURE.

"Academic critics," says the Rev. Dr. Barnett, "sometimes carp at the University Extension system; they forget that it bears a near resemblance to the early growth of Oxford and Cambridge. The force which made the Universities was a great popular movement directly affecting a large portion of English youth; people were more mobile in those days, and men of every class could throng to Oxford or Cambridge without any great disturbance of the national life. . . . The population is now too great to find accommodation at two, or even at twelve, centres of learning. Democratise the Universities as we will, they can only receive the few within their walls.

"The force which created Oxford and Cambridge is still at work; there is, again, a great popular movement in the search for knowledge, and that movement can now be met, not by inviting students to leave their homes, but by send-

ing teachers to the men and women whose lives are fixed round the ganglia of industry. The University Extension system does, in modern days, what the Universities did in ancient days—it is their child and not their rival.

“But splendid as already is the record, a movement of fifteen years’ standing is still in its infancy. Lecturer and classes make only the framework of education. There needs to be greater system in the arrangement of courses of study—closer contact between student and teacher—between student and student. The way of development is still hidden, and it is impossible yet to say how students are to be captured as well as captivated, how tutors are to be supplied who will hold and guide each would-be learner as he stumbles over difficulties, or turns aside to take “tit-bits” of knowledge.

“The way, however, to the common student life is easier to indicate. There are now many centres of intellectual activity with classes and libraries. In connection with the London Society there are many such centres where students have the habit of meeting, and where Students’ Unions have been formed, and where they look for lessons of light. . . . Around each of these centres of learning it would be easy to establish students’ residences on the same lines as those on which Wadham House and Balliol House have been established around Toynbee Hall.

“Some one must be found willing to take and furnish a house containing twenty or thirty small rooms. These must be put under the control of the committee or council of the neighboring centre, and be offered to students at a rent sufficient to pay the lender or landlord 4 per cent. on his capital. Such rent, including attendance, and the use of a large common room, ought not to be more than seven shillings a week. The committee will, of course, appoint such officers—dean, tutor, censor, attendants—and require such conditions of study as seem to it to be wise. Having done this, the residents of each house will be left to shape

their own common life, to appoint committees to arrange for the provision of food and discipline, to collect funds for special purposes, and to take upon themselves those duties of citizenship which the surroundings of the neighborhood press on those whose eyes are opened.

"Wadham House has just kept its fourth birthday, and its record is full of the good work done by its residents. By contact with one another, under the influence of a place given up to the pursuit of knowledge, within the daily sound of talk about things which are above, and in the stream of thought which is earnest for social reform, men have found new sources of being and new impulses to activity. Balliol House has just started with the hope to do likewise."

Why can we not look forward to a similar development? Why should not such houses be started right here in Philadelphia? With careful management there should be no financial difficulty. When the men recognize that they can live as cheaply in these houses, and at the same time have the benefit of such a close association, not only with their fellow man, but with the best culture of the age, there cannot be any lack of applicants for rooms.

Before bringing this report to a close, let me briefly sum up the object of this movement. What are we aiming at? It is to bring the very best teaching by the most thoroughly equipped teachers within the reach of the poorest and busiest in the vicinity. To give to those to whom it has been practically denied, the opportunity for systematic knowledge and liberal culture which have hitherto been the privilege of the few.

In conclusion, I wish to acknowledge my indebtedness to the reports and publications of the Cambridge Syndicate, the Oxford Delegacy and the London Society for the Extension of University Teaching. The thanks of the Society are due to Dr. G. F. Browne, Secretary of the Cambridge Syndicate, Dr. R. D. Roberts, Secretary of the Lon-

don Society, and Mr. M. E. Sadler, Secretary of the Oxford Delegacy, for personal interviews accorded and for the facilities placed at my disposal during my sojourn in England.

Respectfully submitted,

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Extension of University Teaching.*

Office of Secretary,
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THE
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THE UNIVERSITY EXTENSION DIVISION.

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I. THE WORK IN GENERAL

1. That part of the work of the university which is conducted at the University and for students in residence, constitutes the work of the *University proper*. That, however, which is organized and conducted for students not in residence, and at some point other than the University, constitutes *University Extension* work.
2. To provide instruction for those who, for social or economic reasons, cannot attend in its class-rooms is a legitimate and necessary part of the work of every university. To make no effort in this direction is to neglect a promising opportunity for building up the university itself, and at the same time to fall short of performing a duty which, from the very necessities of the case, is incumbent upon the university. It is conceded by all that certain intellectual work among the people at large is desirable; those who believe in the wide diffusion of knowledge regard it as necessary. All are pleased to see that it is demanded. This work, while it must be in a good sense popular, must also be systematic in form and scientific in spirit, and to be such it must be done under the direction of a university, by men who have had scientific training. For the sake of the work, it should in every instance come directly from the university, that thus (1) there may be a proper guarantee of its quality; (2) character may be given it; (3) continuity may be assured; (4) suitable credit may be accorded. The doing of the work by the university will (1) do much to break down the prejudice which so widely prevails against an educated aristocracy; (2) give to a great constituency that which is their just right and due; (3) establish influences from which much may be expected directly for the university; (4) bring inspiration to both professor and pupil in college and university; (5) bring the university into direct contact with human life and activity.
3. It is certain that the undertaking of such work by the university carries with it several dangers; (1) that which is not really university work, and which has no right to be recognized as such, will be put forward under this name, and thus the university will be brought into reproach. But if the work is an organic part of the university, directed and controlled by the university, and if the distinction between university work and university extension work is clearly indicated, the danger is reduced to the minimum. Under any other than direct university management, it must be conceded, this danger is increased. (2) The doing of such work by the professors of the college or the university will necessarily compel these professors to neglect their regular professional duties, and will occupy time which ought to be given to investigation and research. But if the work is recognized as a part of the university and there is provided for it a *separate and distinct faculty of instructors*, this danger also is guarded against.

II. THE RELATION OF THE UNIVERSITY EXTENSION TO THE UNIVERSITY.

The University Extension is an organic part of the University. Its officers, lecturers, and instructors hold the same rank as the corresponding officers, lecturers, and instructors of the University proper. Its faculty of instruction is distinct from the other faculties of the University. Its certificates are issued by the Board of Trustees of the University.

The relation which exists between the work of the two divisions may be stated briefly as follows: University work is that done *in residence*. University Extension work is that done *during absence* from the University. The details of the interchange of the two kinds of work will be given in the sections of the Bulletin which follow.

III. THE DEPARTMENTS OF THE UNIVERSITY EXTENSION DIVISION.

1. *Lecture-study*: Regular courses of *lecture-studies*, with syllabi, conversational classes, exercises, and examinations, given at points more or less distant from the University.
2. *Class-work*: Regular courses of *class instruction*, in college and university subjects, given in the city of Chicago, and at points more or less distant.
3. *Correspondence-teaching*: Regular courses in college and university subjects, conducted by correspondence with students residing in various parts of the country.
4. *Examination*: To accredit the work done in the University Extension and as otherwise provided for.
5. *Library and publication*: 1. To provide works of reference for students of the University Extension, and such others as may be admitted to its privileges; and to encourage the better utilization of existing facilities. 2. To publish through the *University Press*, the official organ of the University Extension, manuals, syllabi, and other literature pertaining to the work of the Division.
6. *District organization and training*: To group towns closely connected, for organization into District Associations; and to train those wishing to engage in University Extension work, either as lecturers or as organizers.

IV. THE ADMINISTRATION OF THE UNIVERSITY EXTENSION DIVISION.

The administration of the University Extension will be conducted by

1. *The President of the University*.
2. *The Director of the University Extension*, who shall be appointed by the Trustees, and who shall (1) superintend the special corre-

spondence of the Division; (2) arrange in consultation with the Secretaries the work of the several Departments; (3) preside at the meetings of the faculty of the University Extension in the absence of the President; (4) present business for the action of the faculty of the University Extension; (5) arrange all interchange of work between the University proper and the University Extension, and (6) serve in the University Council.

3. *The Secretaries of the several Departments*, who shall respectively perform the various duties of their departments; at the outset several of these secretaryships may be combined:
 - 1) *The Lecture Secretary*, who shall (1) organize all Local Centres, (2) maintain correspondence with them, (3) arrange courses of instruction, (4) organize Students' Associations and co-operate with the Secretary of the Department of Correspondence-teaching in arranging their work, (5) co-operate with the Examination Secretary in arranging all examinations, (6) arrange conferences of the local secretaries and committees, (7) edit all syllabi for the printer, (8) edit that portion of the official organ devoted to the Lecture-studies, (9) co-operate with the University Registrar in the collection of fees.
 - 2) *The Class-work Secretary*, who shall (1) organize and superintend the work of all Classes, (2) arrange courses of instruction, (3) co-operate with the Examination Secretary in securing the admission of students of the Classes to the University Examinations, (4) edit that portion of the official organ devoted to the Class-work, (5) co-operate with the University Registrar in the collection of fees.
 - 3) *The Correspondence Secretary*, who shall (1) arrange, in consultation with the various instructors, the courses of correspondence-teaching, (2) superintend the correspondence of the Department, (3) in consultation with the Lecture Secretary and the Conductors, plan and direct the work of the Students' Associations, (4) co-operate with the Examination Secretary in arranging for all examinations, (5) edit that portion of the official organ devoted to Correspondence-teaching, (6) co-operate with the University Registrar in the collection of fees.
 - 4) *The Examination Secretary*, who shall, in consultation with the University Examiner and in co-operation with the several secretaries, (1) arrange all examinations for the Division, (2) issue, in co-operation with the University Examiner, all forms of recognition for work done in the University Extension, (3) arrange all examination fees and (4) co-operate with the University Registrar in the collection of them, (5) edit that portion of the official organ devoted to the Examination Department.
 - 5) *The Library and Publication Secretary*, who shall (1) organize, in consultation with the University Librarian, traveling libraries for the Local Centres, and for individual students, (2) fix fees for the same and co-operate with the University Registrar in

the collection of them, (3) maintain a clearing-house for books, not only for libraries but for individuals, and in other ways stimulate the better utilization of library facilities, (4) edit that portion of the official organ devoted to this Department, (5) through the University Press, attend to the publication work and the printing of the Division, (6) distribute, with the co-operation of the several Secretaries, the circulars of information relating to the Division.

- 6) *The District Organization and Training Secretary*, who shall (1) group towns closely connected by railway for organization into District Associations, (2) direct the work of the District Secretaries and (3) in consultation with them, plan the work of the Local Centres within their territory, (4) plan and arrange facilities for the training of lecturers and organizers, (5) edit that portion of the official organ devoted to this Department, (6) co-operate with the University Registrar in the collection of fees.
4. *The Heads of Departments in the University*, who shall, in consultation with the University Extension faculty, direct and in general superintend, the Extension courses of instruction given in the several Departments of the Division.

V.—THE UNIVERSITY EXTENSION FACULTY.

The University Extension Faculty will consist of,

1. *Special University Extension Instructors*, a faculty of teachers distinct from that of the University proper, who, though giving the greater part of their time to Extension teaching, may also give a certain amount of University instruction.
2. *University Instructors*, such instructors of the University proper as may desire to offer courses in Extension teaching.
3. *Instructors*, University or University Extension teachers, other than members of the faculties of the University of Chicago.
4. *Docents, Fellows, and Graduate Students*, who may, with the consent of the Head-Professor, offer courses in Extension teaching and conduct Students' Associations.

VI.—THE LECTURE-STUDY DEPARTMENT.

Instruction in this Department is given by means of lectures, classes, and written exercises.

1. *The Lecture Faculty* consists of special Extension Instructors, University Instructors, Instructors in other institutions, Docents, Fellows, and Graduate Students.
2. *The Method of Teaching*:
 - 1) *The Lecture-studies* are given in courses of six or twelve, usually one a week. They are intended rather to interest the student in the work and to inspire him to study, than to furnish information. Students who have taken these lecture-

studies and cannot secure a proper *sequence* of courses, owing to the finances of the Local Centre, may, with special advantage, pursue the subject further in the Department of Correspondence-teaching, details about which may be found in later sections of this bulletin.

- 2) *The Class* is held for forty or fifty minutes at the beginning or close of each lecture, during which the instructor dwells upon some points suggested in the weekly exercises, explains difficulties, or answers questions raised by members of the class.
 - 3) *The Syllabus*, in connection with each course, gives a brief outline of the subject for the guidance of the student, and furnishes references to the principal authorities to be consulted.
 - 4) *The weekly exercises* will be found in the syllabus and are set upon each lecture. They are not intended as an examination but rather to lead the student into scholarly methods. They are performed at home in writing, and mailed to the instructor, who returns them with his comments written on the margin, at the next meeting of the class. Frequently a practical exercise is added to the written one, as may be done, for instance, in practical analytical botany, chemistry, or geology.
 - 5) *The examination*, given at the close of the course, under the supervision of the University Examiner, is open only to those who have satisfied the instructor in the matter of attendance at the lecture-studies and classes, and in the performance of the required number of the weekly exercises.
3. *The Credit given for the work.* To encourage thorough and systematic study a scheme of certificates has been arranged. In arranging these certificates the course of six lecture-studies will be taken as the unit. To obtain the higher certificates a combination of two such courses, arranged in sequence, will be accepted as equivalent to one of twelve. The following is the scheme:
- 1) *The Lecture-study Record.* Any student who has attended a course of six lecture-studies and passed the examination, may have the full facts duly stated over the instructor's signature, in a blank book provided for that purpose.
 - 2) *The Course Certificate.* To encourage the alternate and longer unit of twelve lecture-studies, the lowest form of engraved certificate will be for one course of twelve. The same requirements as for the Lecture-Study Record must be satisfied.
 - 3) *The Subject Certificate.* Upon the satisfactory completion of two courses of twelve lectures each, both being in the same Department of Study, a Subject Certificate will be awarded. To illustrate, it might be given for one course in English and

one in Biblical Literature, or for two courses in English Literature, or for one in Chemistry and one in Botany; or for two courses of six, arranged in sequence, of English Literature and the same in German Literature, etc. Three Subject Certificates in the same department of study will be considered equivalent to two majors in an Academic or University College, but before being accepted for the Bachelor's Degree, the student must have passed the entrance examination and completed the remainder of his majors in accordance with the provisions governing the choice of courses. The amount of undergraduate work done *in absentia* must not exceed that done in residence; the amount of graduate work done *in absentia* must not exceed one-half of that done in residence. An examination must be passed at the University.

The following Departments of Study have been organized; others will be added from time to time: (1) Philosophy and Pedagogy; (2) Political and Social Science; (3) Natural Science; (4) Language and Literature; (5) History; (6) Mathematics.

- 4) *The Group Certificate.* This is given to any student who has earned four Subject Certificates, in as many Departments of Study; to gain these it will be necessary for the student to have taken two courses, each of twelve lecture-studies, in four distinct Departments of Study.
- 5) *The University Certificate.* This is given to any student who has taken three of the Group Certificates.

The following is an illustration* of the amount of work necessary to secure the University Certificate; it is planned to be completed in three years. Six might have been chosen. Each year's work would entitle the student to a Subject Certificate in the Special Departments.

LITERATURE AND LANGUAGE.

The aim in constructing such a plan of study is (1) that each of the Six Courses should be independent, and have for a general audience an interest of its own; (2) that the plan as a whole should introduce to all the different sides of literary study: History of Literature, Literary Art and Criticism, Foreign or Ancient as well as Modern English Literature, Prose as well as Poetry.

First year	{	<i>Before Christmas.</i> —Survey of English Literary Development.....	12 lecture-studies.
		<i>After Christmas.</i> —Literature of the Elizabethan Age.....	12 lecture-studies.

The year would thus be devoted to literary history; the first term mapping out the whole field of our literature into its different sections, with evolution as the link of connection between them; the second term selecting some single one of these sections for enlarged treatment.

*Taken, with permission, from Mr. R. G. Moulton's brochure, The University Extension Movement.

Second year	{ <i>Before Christmas.</i> —Shakspere and the Romantic Drama.....	12 lecture-studies.
	{ <i>After Christmas.</i> —The Ancient Classical Drama.....	12 lecture-studies.

The purpose of this year would be to awaken the critical faculty by the study, side by side, of two strongly contrasted schools.

Third year	{ <i>Before Christmas.</i> —Studies in Modern Great Masters: Goethe, Tennyson, Browning	12 lecture-studies.
	{ <i>After Christmas.</i> —The Art of Prose Composition, with illustrations from Great Masters...	12 lecture-studies.

The first term would give a miscellaneous programme, an obvious element in a plan of literary study. The second term would introduce the subject of workmanship in literary art.

HISTORY.

The following courses are so arranged that, while the whole six form a valuable introduction to the scientific study of Modern History, each is complete in itself, and students who attend it alone will obtain a comprehensive view of an important period. Those who desire to study history seriously, should, in all cases, begin with the first year's courses; but the work of the second and third years may be transposed, if convenient.

First year	{ <i>Before Christmas.</i> —Outlines of English History up to 1485....	12 lecture-studies.
	{ <i>After Christmas.</i> —Outlines of English History from 1485 to 1832.	12 lecture-studies.

This year would thus be devoted to the history of our own country [England] which is not only the best for us to begin with, but also, from its intrinsic importance, a good introduction to the study of modern history.

Second year	{ <i>Before Christmas.</i> —The Making of Modern England, i. e., English History from the Revolution of 1688 to the Reform Act of 1832. Original authorities to be read:—Burke, Speech on the Causes of the Present Discontents, Reflections on the Revolution in France.....	12 lecture-studies.
	{ <i>After Christmas.</i> —The French Revolution.....	12 lecture-studies.

These courses may be taken in the reverse order; but the two should always go together in the same year. They show vividly how English and European History act and react one upon the other.

Third year	<i>Before Christmas.</i> —The Revival of Parliament, i. e., The Constitutional History of England under the Stuart Period. Original Documents to be studied:—The Grand Remonstrance, The Bill of Rights.	12 lecture-studies,
	<i>After Christmas.</i> —The Winning of India, i. e., The Growth of our Indian Empire from Clive to Canning.	12 lecture-studies.

The two courses may be transposed, if desired. They are not so closely connected as were the courses of the second year, but each is necessary to introduce the student to an important branch of historical investigation.

POLITICAL AND SOCIAL SCIENCE.

The aim of the proposed plan of study is that each of the six courses should be intelligible apart from the rest, though it would be much more profitable if taken in conjunction with the rest, as the student might thus have a complete survey of the Social History of his own country, the Theory of Political Economy, in itself and in application to familiar facts, the History of Political Economy and its dependence on the Theory of the State, all treated in connection with one another as parts of a whole.

First year	<i>Before Christmas.</i> —English Economic History from the Domesday Survey to the disturbances consequent on the Suppression of the Monasteries.	12 lecture-studies.
	<i>After Christmas.</i> —English Economic History from the accession of Elizabeth to the Repeal of the Corn Laws.	12 lecture-studies.

The purpose of these courses would be to show clearly how our existing industrial system came into being. The reign of Elizabeth is the most convenient point to take for the beginning of modern society, though there is no hard and fast line between mediæval and modern life.

Second year	<i>Before Christmas.</i> —The Modern Theory of Political Economy, Value, Money, Price, Credit, Rent, etc.	12 lecture-studies.
	<i>After Christmas.</i> —The Theory of Political Economy applied. Rents, Profits, Wages, Taxation, etc.	12 lecture-studies.

The purpose of these courses would be to state the theories which explain the working of industrial conditions, the origin of which has been previously described: and to show how the theory may be applied to passing practical questions.

Third year	{ <i>Before Christmas</i> .—The History of the Doctrines of Political Economy. The Mercantile Theory. The Physiocrats, Adam Smith, Ricardo.	12 lecture-studies.
	{ <i>After Christmas</i> .—The History of the Doctrines of Political Economy. Early French Socialists: Owen, Lassalle, Karl Marx.	12 lecture-studies.

The purpose of these courses would be to show the changes in the doctrines of Political Economy which have been brought about, partly by changes in the conditions of industry or commerce, and partly by changed views of the nature and functions of the State.

NATURAL SCIENCE.

The aim is (1) That each of the six courses should be independent, and have for a general audience an interest of its own. (2) That the plan as a whole should introduce the different methods of scientific investigation pursued in the different sciences.

First year	{ <i>Before Christmas</i> .—Force and Motion.	12 lecture-studies
	{ <i>After Christmas</i> .—Astronomy.	12 lecture-studies.

The first course would familiarize the student with fundamental dynamical conceptions, and in the second course these would be applied.

Second year	{ <i>Before Christmas</i> .—Principles of Chemistry.	12 lecture-studies.
	{ <i>After Christmas</i> .—Light and Spectrum Analysis.	12 lecture-studies.

The methods of scientific investigation in chemistry and physics would be illustrated in these courses.

Third year	{ <i>Before Christmas</i> .—Physical Geography.	} Animal Life 12 lecture-studies. or Plant Life. 12 lecture-studies.
	{ <i>After Christmas</i> .—Geology.	

In the third year a choice might be given of either Geological or Biological study.

4. *The Organization of the Local Centres:*

NOTE:—All plans of organization should be considered merely as suggestions.

- 1) *The Local Committee.* At each place where the courses are given, a Local Centre, governed by a Local Committee, is organized. It is usual for this Committee to have a brief constitution and a set of by-laws. It will provide the necessary funds for the organization of the courses. It has entire charge of all local details. One of its special functions is to create and foster the student nucleus, for without this no Centre can long exist.

There are several general types of organization each having its special advantages and being useful under certain conditions. A flexible plan must be followed which conforms to local conditions.

a. *The different types:* Local Committees may be

- (1) *Appointed by an Institution.* Under this plan of organization some Institution in the locality takes the initiative in the organization of Extension teaching by appointing a committee to co-operate with the University.

This plan has the advantage of securing the backing of possibly a strong organization with a well defined position in the community. It has, however, the disadvantage that the work, done under such conditions, is limited by the fact that the organization is not a representative one.

- (2) *Independent.* Under this plan of organization the committee is made representative of the various interests of the locality and acts independently of all organizations; it has the advantage of recognizing the American principle of government; it suffers, however, the disadvantage of having no permanent abode. One of the first things to be done, in the organization of a Local Centre, is to get it within bricks and mortar.

- (3) *Independent, but in co-operation with some Institution.* This is generally recognized as the best method, as it combines the advantageous features of the preceding two without their attending limitations. In organizing under this plan it is usual for several members of an Institute, Young Men's Christian Association, Women's Christian Association, or Library, etc., to form a representative Local Committee which thereby secures what prestige may be gained from the older organization, and such facilities as may be granted.

- (4) *Organized on what might be called a municipal basis.* This is a type of organization which has not as yet been tried in this country, but which is said to work admirably in England. In organizing under this plan, it is usual to secure the co-operation of all influential bodies in the community. They are then invited to appoint delegates to serve on the Local Committee on a basis which is representative of the financial burden that they agree to undertake.

Under this plan, if a Library appointed two of twelve members on the Local Committee, it would be responsible for one-sixth of the expense over and above the receipts from the sale of tickets.

The following among others, are some of the organizations which might be invited to co-operate in forming

a Local Centre under this plan: Young Men's Christian Associations, Women's Christian Associations, Institutes, Libraries, Women's Christian Temperance Unions, and Church Societies.

- b. *The plan of organization.* In forming the Local Committee it is usual to make it quite large, so as to represent all the interests in the place. This is known as the general committee and has the supervision of the work; but the practical details are placed in the hands of a small executive committee which reports from time to time to the parent body. The Centres are usually named after the town—as, for instance, The Springfield Centre.
- 2) *The President* performs such duties as usually pertain to the office.
 - 3) *The Local Secretary* should be a person with some taste for organization and executive ability. The duties of this officer consist in keeping a record of the attendance at the lecture-studies and classes, providing for the sale of the syllabi, attending to the traveling library, looking after the printing and advertising, and approving all bills before payment.
 - 4) *The Treasurer* is usually a person who will give the organization the necessary financial standing. He holds all funds, paying them out upon the order of the Committee.
 - 5) *The Students* are drawn from many classes; students are found in attendance ranging from University graduates to working-men. It is a great mistake, however, to imagine, as many do, that the courses are given entirely for the benefit of the latter class. Many Centres have fallen into this error and, in their efforts to reach the working-men in large numbers, have injured the work.

When a large school is located near the Local Centre, arrangements are frequently made for certain classes to attend in a body.

- 6) *Circuits.* In order to reduce the expense attending the courses in isolated towns, four or five towns within easy reach by railway are grouped together, they electing to take the same lecturer on successive nights in the week.
- 7) *The Expenses* may be classified under two general heads:
 - a. *Those which are due to the University Extension* for
 - (1) *The Course.* The expense of a course of six lectures including a traveling library, and a certain number of syllabi will be about \$150. Bills for this and the other items will be rendered by the University before the third lecture, and should be paid before the fifth.
 - (2) *The Syllabus.* In addition to the free copies of the syllabus, which are furnished with each course as explained

in the preceding section, it is frequently found that the attendance is so large that more will be required. They will be furnished at about ten cents each, the price depending on the size.

- (3) *The lecturer's traveling expenses.* These vary with the distance to be traveled, but can be definitely ascertained in advance.
 - (4) *The traveling library.* It is often found desirable that in connection with each course, a loan library of forty or fifty volumes should be sent to the Local Centre and left there during the continuation of the lecture-studies. A certain number of volumes will be included in the fee for the course. Extra volumes will cost about thirty cents per volume for seven weeks.
 - (5) *Illustration.* When it is necessary to use the oxy-hydrogen lantern, or to illustrate by practical experiments such subjects as physics, chemistry, or botany, an extra fee, covering the bare cost, will be charged. This will vary with the subject, but may be definitely ascertained in advance.
- b. *Local expenses.* The purely local expenses are generally small, and may be classified as follows:
- (1) *Hall rent,* an item which varies with the size of the place. It is, however, frequently eliminated by co-operating with some Institution which has a hall, and which is glad to help the movement along by granting it rent free.
 - (2) *Printing and advertising.* In connection with each course it is necessary to print tickets and hand-bills, and to do a certain amount of newspaper advertising. These items vary with the amount of work undertaken. They may, however, be greatly reduced by personal effort on the part of the Local Committee.
 - (3) *Incidentals,* covering such items as postage, stationery, account books, etc.
- 8) *How funds may be raised.* The following plans have been found useful; each has its advantages and disadvantages, and the use of one or the other must be determined largely by local conditions.
- a. *The sale of tickets and syllabi.* It is frequently found that the sale of tickets will cover, or very nearly cover, the expenses connected with the course. The syllabi are always sold for a small sum, and so should not be a burden on the Local Committee. It is, however, a grave error to rely on the expectation that the course will be self-sustaining, for while one or two courses may have such a result, on the whole the work can not be so considered. Many Local Centres have come to an untimely end by attempting to run on the

basis of receipts from the sale of tickets. These receipts must be supplemented.

- b. *A guarantee fund* is frequently employed to meet deficits which may arise. It has, however, the distinct disadvantage that the money is not called for until debt has been incurred, when guarantors, as a rule, feel least like paying their proportion.
- c. *Subscription-shares.* This is a favorite plan and has frequently been employed. The scheme provides for securing a number of persons who are willing to take shares. In doing so the liability for each share in no case exceeds five dollars; the holder is admitted to all courses, and is entitled to vote in all business meetings of the Centre. If any surplus should arise, it would be applied to reducing the next year's subscription. Under various conditions the plan would work as follows: In case a moderate number of general course tickets were sold, the share-holders would receive their course tickets for a moderate fee, and there would remain a considerable balance on which to start the new year, and this would be used in reducing the subscriptions of the share-holders. In case the sale of the admission tickets covered the entire cost of the course, the money received from the share-holders would remain in the treasury and at their disposal, so that the following year they would in reality receive their course tickets gratis.
- d. *A permanent society with an annual subscription.* If the preceding plan is found to work smoothly, an opportunity is offered for organizing a permanent association, with the old share-holders paying a fixed annual subscription. It has been found that, in towns of moderate size, this usually places the work on a reasonably sure footing.
- e. *Collection, in advance, of the entire amount needed.* While this involves more effort in starting a Local Centre, still it has been found that it is effort well expended. If the course is self-sustaining, the amount collected remains in bank at the disposal of the Local Committee, as a basis for the following year's work.
- f. *Surplus from the preceding courses.* Should a surplus arise in any of the courses it must invariably be retained by the Local Committee, as a nucleus for further and broader work.
- g. *Endowment.* No Centre, as yet, has been fully endowed, but such a plan of permanent support should commend itself to benefactors.
- 9) *The subjects most frequently called for are:*
Philosophy, Psychology, Pedagogy, Political and Social Science, Astronomy, Biology, Botany, Chemistry, Geology,

Physics, the Languages, Literature, History, and Mathematics.

- 10) *The Students' Association.* A Students' Association is organized at each Centre in order to encourage individual effort. The objects and plan of organization are:

a. *To assist the University Extension in*

- (1) *Securing students.* It has been found that the continuation of the local organizations depends on their being able constantly to attract new students. One of the most efficient ways of doing this is through the membership of the students' association.
- (2) *Securing a proper sequence.* When the work is being organized in any community the first thing to secure is a sequence of interest. By this is meant a sustaining power on the part of the audience, the student body having not yet been created, to support more than the first course. This may usually be attained by a succession of good lecturers rather than of favorite subjects. When this has been accomplished it is but a step to secure the courses of lecture-studies arranged in an educational sequence.
- (3) *Creating the student nucleus.* By this is meant inducing students to enter upon the work for the educational advantages to be derived therefrom. While this is one of the functions of the Local Committee, experience has shown that they may be most efficiently seconded in this effort by the students' association.
- (4) *Giving character, solidity, and permanence to the Local Centre.* This is the usual outcome when a strong students' association has been secured. There are many instances on record where students' associations have become strong enough to arrange and pay for courses planned in a proper sequence for their own benefit.
- (5) *Organizing new Centres.* It has been found that the missionary spirit permeating these associations can be most desirably directed to the encouragement and organization of new Local Centres.

b. *To assist students by*

- (1) *Promoting and assisting study* during the progress of the course, and especially during the recess between courses.
- (2) *Co-operating with the Department of Correspondence-teaching*, and thereby securing direction of study after the course has closed.
- (3) *Providing supplementary lectures and readings which may or may not be intended to raise funds.* As the University Extension is a great missionary movement, the missionary spirit must never be stifled. The supplement-

tary lectures and readings have been found to be a good method of gaining new adherents.

- (4) *Encouraging investigation*, to which end field excursions are organized to supplement courses in geology and botany. Students in history are also encouraged to seek out original material.

c. *The organization is under the direction of*

- (1) *The Committee*. It is usual for the students to meet and appoint a small committee to look after the various details connected with this work.
- (2) *The President*, who presides at all meetings, enforces the rules and regulations that may be laid down, and performs such other functions as may be assigned to him.
- (3) *The Conductor*, who is one of the staff of instructors of the University Extension and who is usually secured by the stronger associations to supervise and direct their course of study. He attends the meetings of the association in person. If the question of expense is urgent he need not be employed.

d. *The membership and the fee* in the association are usually made to depend on study and investigation. If the Conductor is not employed, the fee is usually fixed at a merely nominal figure.

e. *The Meetings* vary with the size and scope of the organization. In case the association is a large one and courses in several departments of study are in progress, it has been found wise to divide the association into several sections; there may be, for instance, the sections on Literature, History, Economics, etc. The various meetings of the association may be classified as follows: (1) *The Annual and Business Meetings*, which are held merely for the transaction of business and the election of officers. (2) *The Meetings for the discussion of the subject of the lecture-study* and for the preparation of the weekly exercises for the following lecture. (3) *The meetings for supplementary lectures and readings*, planned to supplement or illustrate some special course which may be in progress. (4) *The Field Excursions*, planned and frequently directed by the lecturer to supplement courses in botany, geology, etc. This has been found one of the most popular ways in which to hold the attention of students through the summer months.

VII. THE CLASS-WORK DEPARTMENT.

Instruction in this Department will be purely didactic.

1. *The Class Faculty* will consist of Special Extension Instructors, University Instructors, Docents, Fellows, Graduate Students, and others.
2. *The method of teaching.* As the Class-work is to be regular study in University courses, the methods of the class-room will be employed; with this difference, however, that a longer time may be taken in the completion of a given course. The classes will meet at least once a week, and oftener if desired. The unit course will equal that of a major in an Academic or University College—that is, it will equal ten hours per week for six weeks.
3. *The credit given for the work.* As it is simply a duplication of the work done on the University Campus, students wishing it to count towards the Bachelor's degree will be expected to take the regular examination, on that part of the subject, at the University. It is not necessary to do so immediately at the close of the course; but two weeks' notice of such an intention must be given to the Secretary of the Examination Department.
 Upon satisfactorily passing the examination at the University, the Major Certificate will be awarded. But before being accepted for the Bachelor's Degree, the student must have passed the entrance examination and completed the remainder of his majors in accordance with the provisions governing the choice of courses. The undergraduate work done *in absentia* must not exceed that done in residence; the graduate work done *in absentia* must not exceed one-half that done in residence.
 If for any reason the student does not desire to take the examination on the University Campus, the credit accorded in the lecture-study work will be granted, a subject certificate being given upon a satisfactory examination on an amount of work equal to a major. The fact that it is gained on class-work will be distinctly stated on its face, and on the face of any higher certificate that may be so awarded.
4. *The Classes first organized.* Classes in the various departments of study will be organized as the demand warrants. The following will be among the earlier courses: Psychology, Pedagogy, Political and Social Science, Botany, the Languages, Literature, and Mathematics.
5. *The places of meeting.* These will differ, with the plan of organization. If the classes are projected by an established Institution they may meet at Libraries, Institutes, Young Men's Christian Association Halls, etc. If, however, they are managed entirely by individuals they may meet wherever it is most convenient—as for instance in private houses.
6. *The organization of the classes.* In no case will the University

become responsible for management of the business details of these classes. Two plans are suggested as useful; classes may be organized by

- 1) *Institutions.* Some organized association, as for instance Libraries, Institutes, or Young Men's Christian Associations may through their Board of Directors, project Classes in any Department of study. They will be responsible to the University for the fees.
- 2) *Individuals.* If students are unable to find an Institution that will open courses such as they want, they may then form an organization on the general plan of a Local Centre, and make an application to the University for instruction.
7. *The Constituency of the Classes.* These classes will be found useful to teachers, to those in search of technical instruction, and to others wishing to reduce the time in residence necessary to secure a degree, etc.
8. *The fees for instruction* will vary with the subject and the number in the class. The fees will not range as high as those charged for the lecture-studies and will be as low as is consistent with good work.

VIII. THE CORRESPONDENCE-TEACHING DEPARTMENT.

The instruction in this Department is given by correspondence.

1. *The Correspondence Faculty* includes the Readers of the University, and such Fellows, Docents, and other instructors, as may be assigned to this Department from the University proper, or from the University Extension Division.
2. *The Method of teaching.* A printed instruction sheet will be mailed to the student. It assigns the tasks which are to be performed, furnishing assistance and suggestions, thus guiding the work of the student as though he were in the recitation room.

Each week the student mails to the Instructor an examination paper on which he has written out the tasks assigned in the instruction sheet, the answers to such questions as are set therein, and any questions or difficulties which may have occurred to him. This examination paper is promptly returned with the errors in it corrected, and with such suggestions as it may be thought best to offer. In this manner each lesson sheet receives careful study, and the results thereof are submitted to the instructor for correction, suggestions, and criticism.

3. *The Classification of the exercises.* The courses of the Correspondence-teaching Department, like those of the University, are classified as Majors and Minors.

The Major Courses include forty written recitations; the Minor, twenty written recitations.

In the work of these recitations students are advanced as rapidly as they desire, provided that satisfactory work is done.

4. *The Credit given for the work.* Each Major and Minor taken by correspondence, is supposed to be equivalent to a Major or Minor taken in residence. For each course completed the appropriate certificate will be granted, but before the work done by correspondence is accepted in the University proper, the student must have passed the entrance examination, completing the remainder of his Majors in accordance with the provisions governing the choice of courses.

The amount of undergraduate work, which may be done *in absentia*, must not exceed that in residence. The amount of graduate work, thus done *in absentia*, must not exceed one-half of that done in residence, and in every case a special examination upon the work done by correspondence, must be passed at the University.

5. *The Courses first organized.* Beginning October 1st, the University Extension will be able to furnish certain courses by correspondence in the Departments of History, Mathematics, Germanic Languages and Literature, Romance Languages and Literature, Biblical Literature, English Literature, Semitic Languages, Greek and Latin.
6. *Tuition fees and postage.* The tuition fee for the Major Course is \$12, and for the Minor Course \$6. This fee includes payment for the instruction sheets received, but the student is expected to enclose postage for the return of the recitation papers. Those in foreign countries should remit, with the tuition fee, an amount sufficient to cover the postage for the whole course.

IX. THE EXAMINATION DEPARTMENT.

The Examination Department will arrange the Examinations on the instruction given in the several Departments and accredit secondary and higher education.

1. *The Lecture-studies.* The Secretary of the Examination Department in consultation with the lecturer will make provision for the examination of students who have attended the course to the satisfaction of the lecturer and who shall have given at least two weeks' notice of their intention to take the examination.
2. *The Classes.* At the close of each course of class-work instruction, students who desire to take the regular University examination shall give at least two weeks' notice of such intention to the Secretary of the Examination Department, who will arrange with the University Examiner for their admission. Notice of a desire to take the alternate examination must also be given at the same time.
3. *Accrediting secondary and higher education.* The Examination De-

partment will arrange all local examinations for accrediting the work of such individuals, schools, and colleges as may desire it.

4. *The fees for the examination.* The fee for examination in the various Departments will be regulated as follows:
 - 1) *In the Lecture-studies* the fee fixed for the course will include the examination of a certain number of students; if more apply a small extra fee will be charged.
 - 2) *In the Classes* the students will be charged a small fee for examination, whether they take it at the University or in the alternate way, as provided in a preceding section.
 - 3) *In accrediting secondary and higher education*, a fee will be set for the examination of a certain number of students from either schools or colleges. If more apply a small additional charge will be made for each student.

X. THE LIBRARY AND PUBLICATION DEPARTMENT.

The work of the Library and Publication Department will consist in:

1. *Providing works of reference for*
 - 1) *The Local Centres.* Loan libraries of forty or fifty volumes are to accompany each course of lecture-studies, and are sent to the Local Centre and left there during the continuation of the course.
 - 2) *The Classes.* Specially selected libraries will be organized and loaned to each class.
 - 3) *Individual students.* Those who wish to secure works of reference bearing upon their special course, may receive a small number of volumes from the Library Department, in accordance with such provisions as may be laid down. These will apply, not only to students who may be located in or near Chicago, but to all such wherever found.
 - 4) *Colleges, High Schools, and Normal Schools.* Institutions which desire a loan library of selected volumes for a certain portion of the year, during the continuance of special courses, may secure them through this Department.

The fees for volumes loaned will be regulated as follows:

- a. *For the Local Centres* the fee charged for a course of lecture-studies will include a traveling library containing a certain number of volumes. If others are desired they may be secured at the rate of about thirty cents per volume for seven weeks. The expressage both ways must be borne by the local organization.
- b. *For the Classes* the fee fixed will include a loan library of a certain number of volumes, which will be at the disposal of the members of the class during the continuance of the course. If additional volumes are desired an additional fee will be charged.

- c. *For individual students* the fees will be fixed at a reasonable figure. They must make a deposit or give undoubted reference to those who are willing to become responsible for the volumes. They will be expected to pay the postage or expressage both ways.
- d. *Colleges, High Schools, and Normal Schools*, may obtain loan libraries at a low rate per month. They will be expected to pay expressage both ways.
- 2. *Providing for the better utilization of existing library facilities:*
 - 1) *By maintaining a book-clearing house*, both for libraries and individuals; that is, by providing facilities whereby libraries and individuals may secure an exchange in books for such volumes as are no longer needed. A small fee will be charged for this service. It is not necessary that this should be paid in money; it may be paid in books.
 - 2) *By promulgating the most approved methods of library organization*; that is, by publishing from time to time pamphlets and circulars giving the best methods of library administration and management.
- 3. *Providing for the publication and distribution:*
 - 1) *Of the University Extension Gazette of Chicago*, which will serve as the official organ of the University Extension Division. It will contain general information of the advance of the University Extension movement; special sub-divisions corresponding to the Departments of the University Extension Division, and giving official information and announcements relating thereto. It will be edited by the Director.
 - 2) *Of the manuals*, which may from time to time be prepared with special reference to the work in question. The preparation of manuals for general use will not be undertaken.
 - 3) *Of the syllabi*; that is, the outlines and abstracts of courses of lecture-studies prepared by the lecturers.
 - 4) *Of all pamphlets and circulars* pertaining to the University Extension, thus organizing and supervising the general propaganda of the University Extension, and distributing all pamphlets and circulars pertaining to the several departments.

XI. THE DEPARTMENT OF DISTRICT ORGANIZATION AND TRAINING.

The work of this Department is:

- 1. *To group towns closely situated, for organization into District Associations*, whose functions are:
 - 1) *To promote the interests of higher education*, by the distribution of literature, the arranging of meetings and conferences, and in such other ways as may lend themselves to the work.
 - 2) *To associate Local Centres* within a given district so that they may encourage and assist one another; and that all relations

with the University may be more efficiently administered; that is, to arrange for periodical conferences of the local organizers within the district, and to group towns into circuits so that the courses may be given with a minimum of expense.

- 3) *To co-operate with the Secretary of the Correspondence Department* in guiding and encouraging its students; that is, to have a general over-sight of all such students in the district, to organize students' clubs and supervise their work, and to assist them from time to time in securing the presence at their meetings, of University instructors.
 - 4) *To co-operate with the University Examiner and the Secretary of the Examination Department*, in the conduct of all examinations within the district; that is, to supervise the examinations given on the lecture-studies, class-work, and correspondence-teaching within the district.
 - 5) *To co-operate with the Secretary of the Library Department* in exercising its functions within the district; that is, to promulgate the plans for loan libraries, and to bring library organizations into touch with that Department.
 - 6) *To be the general representative of the University* in the district; that is, to have the supervision of any entrance examinations which may be held, to distribute circulars and give general information relating to the work of the University.
2. *To train lecturers and organizers.* The problems raised in Extension teaching being essentially different from those involved in the work done on the Campus, it has been found desirable to offer special facilities for their investigation.

Those wishing to fit themselves for Extension teaching are advised to take graduate work in some one of the University departments of study. During the year they will have an opportunity to see the work of skillful lecturers, to assist in the class-work, to examine papers, to take part in organization, and to attend conferences specially arranged for their benefit, that of the local organizers, and of lecturers.

Special courses of lectures will be given on

- 1) The University Extension method of instruction.
- 2) The history of the University Extension movement.
- 3) The place of University Extension in English education.
- 4) The place of University Extension in American education.
- 5) The organization of the Local Centres and of the Students' Associations.
- 6) Special subjects; these are intended to serve as model courses.

XII. THE UNIVERSITY CALENDAR.

The University Calendar will publish the announcements of the particular courses offered by the University Extension during a given term or quarter. It will also contain the official announcements relating to the work of the Division. The calendar will be published quarterly on the first day of June, September, December, and March.

XIII. UNIVERSITY WORK AND PRIVILEGES FOR EXTENSION STUDENTS.

University (proper) work and privileges will be accorded to those,

1. *Who have done an amount of work equal to a University Major, but who have not passed the entrance examination*; such students either from the lecture-study courses, class-work, or correspondence courses will have the privilege of finishing the course required for the Bachelor's degree in such manner and under such conditions as may be laid down by the University. The entrance examination, however, must be passed before the work of an Academic College can be completed.

Such students will have access to the University Library and the privilege of consulting the instructors in their Departments of study.

2. *Who have done an amount of work equal to a University Major, and who have passed the entrance examination*. Such students will be considered as full matriculates of the University and will have the usual privileges accorded to such matriculates.
3. *Who have done half of the amount of under-graduate work required for a degree*, in accordance with the conditions laid down for the choice of courses in an Academic or University College, and who have passed the entrance examination. These will be considered as full matriculates with the privilege of completing the course for the Bachelor's degree at such time or times as they may elect. They will be accorded the privileges of University students.

XIV. RELATIONS WITH OTHER INSTITUTIONS.

Any College may affiliate with the University of Chicago in the Extension work in the following ways:

1. *In the Organization work*; in this case it may use the circulars, manuals, and syllabi of the University, and secure traveling libraries from it; at the close of any of its courses, students wishing to pursue further study in any special branch may receive instruction in the Department of Correspondence Teaching. The University Extension Gazette of Chicago will be the official organ of such work done in affiliation.
2. *In the lecturing work*; this is in addition to the method of affiliation outlined in the preceding section; in this case the College may have its syllabi published by the University, secure lecturers

and organizers from the University, and, under certain conditions, have its lecturers pursue courses of graduate study in the University, together with such technical instruction as may be provided for Lecturers and Organizers.

3. *In the certification work*; in this case the examination will be given under the auspices of the Examination Department of the University Extension and the certificates, as hereinbefore provided, will be awarded upon such results. The affiliated institution may either endorse these certificates by putting its corporate seal upon them, or provide a new engraved form which will indicate on its face that the institution is thus affiliated.

XV. THE UNIVERSITY EXTENSION FOUNDERS, PATRONS, AND SUBSCRIBERS.

Looking toward the support and permanent endowment of the University Extension, those philanthropically inclined are invited to contribute to its sustenance.

Only the income from the funds received from the founders and the patrons will be used; such funds will go to form a permanent endowment.

The founders have the privilege of nominating one student, who may commence with the University Extension work, and later, entering the University, receive the Bachelor's degree.

The patrons are privileged to nominate one student for instruction in either the class work or correspondence courses.

Founders are of two kinds:

1. Individuals or firms that shall contribute five thousand dollars at one time.
2. Organizations, such as Libraries, Young Men's Christian Associations, Institutes, Women's Christian Temperance Unions, Christian Endeavor Societies, Young People's Associations, that shall contribute two thousand dollars at one time.

Patrons are of two kinds:

1. Individuals or firms that shall contribute five hundred dollars at one time.
2. Organizations, such as Local Centres, Libraries, Young Men's Christian Associations, Institutes, Women's Christian Temperance Unions, Christian Endeavor Societies, Young People's Associations, that shall contribute two hundred dollars at one time.

Subscribers will include others, either individuals, firms, or organizations, which may contribute to the general expenses of the University Extension.

XVI. SUGGESTIONS TO PERSONS INTERESTED.

1. Persons interested in the *Lecture-studies* are invited to open correspondence with the Director of the University Extension. Steps should be taken to secure a thoroughly representative Committee. When this has been done and the Local Committee has been thoroughly informed as to the character of the work, a public meeting should be arranged and correspondence opened with the Director, with a view of securing some one to present the subject at the meeting and assist in the organization of the Local Centre.
2. Persons interested in the *Class-work* are invited to open correspondence with the Director, stating in what department of University study instruction is desired, and under whose auspices the course is to be given, whether under the auspices of (1) an institution or (2) an organization formed by individuals.
3. Persons interested in the *Correspondence-teaching* are invited to correspond with the Director, stating in what department of University study instruction is desired. In case instruction is not offered at once in that branch, the name will be registered, and as soon as a sufficient number apply the course will be organized.
4. Persons interested in the *Examinations* are invited to correspond with the Director, with reference to the terms on which the examinations, as herein provided for, may be taken.
5. Persons interested in the *Library and Publication work* are invited to correspond with the Director, stating in which of the ways herein enumerated the Library Department may be made useful to the individuals or institutions in question, and to communicate any plans in connection with the publication work.
6. Persons interested in the *District Organization* and the *Training work* are invited to correspond with the Director, stating their qualifications for Extension teaching, and what department of University study they wish to pursue.

Those interested in the movement and wishing to be kept informed as to its advance should subscribe for The University Extension Gazette of Chicago (fifty cents per annum), the first number of which will be issued about January 1st, 1893.

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THE UNIVERSITY OF CHICAGO.
EXTENSION DIVISION.

A LECTURER'S NOTES
ON THE
WORKING
OF
UNIVERSITY EXTENSION

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ON THE

WORKING OF UNIVERSITY EXTENSION

1. GRANTED firm grasp of his special subject, the next main requisite of an extension lecturer is the missionary spirit: he must feel that he is serving his particular art or science quite as much by attracting men to it as by developing it in orderly exposition. [For the same reason he should understand the organization of the movement, and be ready to advise and inspire local managers.]

2. The conception of the LECTURE is not quite the same as in other systems. Usually, I believe, academic teachers assume that they are to convey their actual instruction in the lectures; and if, for example, their subject is x and the length of the term admits of twenty lectures, they divide x into twenty equal parts and try to get through one part in each lecture. That the conception of a lecture in the extension system is different is suggested by the very fact that the lectures come no oftener than once a week. Thus their function is to *stimulate to learn*, not to contain the actual teaching. Select in the whole subject some ten or twelve carefully chosen points of view, and concentrate on making those impressive to students and attract-

ive to the popular audiences, leaving the matter of the subject, as a whole, to the

3. SYLLABUS.—It is here that the whole study is laid down systematically and completely—just as the teacher wishes the student to follow it, week by week. Here, too, come the questions for “Exercises” and directions for reading; it is often convenient to put these together at the end, divided into weeks. A lecturer comes to set very great value on this drawing out of syllabuses, which, practically, are equivalent to text-books, since, by references to the pages of received text-books for the actual facts and information (which are the same for all exposition), he can make his syllabus of thirty or forty pages equivalent to a whole treatise. A successful syllabus should be stereotyped for future use.

4. In planning syllabus and lectures it is good to begin by jotting down in black and white the actual types of people who may be expected to be present in the audiences, and keep these constantly in view during preparation of the course, with an attempt to find something each week attractive to all. Very likely the attempt may not result in anything definite, but the *effort* will have kept the teacher in touch with his people. There is no need to despise catch-titles to lectures; my own experience has been that the effort to find these has accentuated in my mind the popular tone of mind which I have to reach.

5. In the question of method I have been led by experience to adopt, as a rule of thumb, the principle that *the logical order is sure to be the wrong order for exposition*. The great difference between a specialist and a general audience is that he is at home in abstract thinking, while they are accustomed to the concrete. Thus it pays to get without delay in each lecture to the concrete actual facts or observations, or (in literature) extracts, etc., and let discussions of these come after. Popular audiences will stand a good deal of refining if they have first been warmed up with something tangible and human.

6. Illustrations are of the first importance for popular lectures. The Physical Sciences specially lend themselves to illustration by means of experiments or lantern slides. The

analogue to this in such a subject as literature is dramatic recitation, or, better than actual recitation, *interpretative recital*—that is, the interweaving of description with quotation and condensation. For literature and history we sometimes in England supplement the syllabus with a “Book of Illustrations,” which gathers together in a cheap pamphlet extracts, original documents, etc., for which the student would otherwise have to search through many books.

7. In setting the questions for the WEEKLY EXERCISES—by far the most important part of the system—it must be carefully borne in mind that the object of the questions is not to test so much as to draw work out of the students. In every set there should be at least one very easy question, such as could be answered directly from the syllabus and lecture, so as to attract the least capable hearers. Other questions should invite research or stimulate “original work;” thus in literature I often ask for original stories or sketches of plots, allegories, etc., bearing on the points discussed; for even if a student does not possess any creative power, yet the attempt to construct trains appreciation of others’ constructive work. It is good to set some one question likely to provoke discussion and difference of opinion. In England the “Students’ Associations” like this, and arrange to discuss such a question at a meeting held before the day for sending in exercises to the lecturer. This plan succeeds admirably, the answers of the better students showing the stimulating effect of such discussions, while the less experienced students have the opportunity of hearing their abler comrades think aloud. Lecturers should always encourage the formation of STUDENTS’ ASSOCIATIONS, which, to a certain extent, give extension students the benefits which regular university students gain from residence.

8. In examining the exercises, three purposes should be kept in mind. 1st, *Speed*. It is not to be supposed that the exercises can be examined with the accuracy necessary for a regular examination; considering that there will be some eight or ten exercises on which the lecturer will form his opinion of a student, a very rapid examination of any one of them will be

sufficient. Lecturers must be prepared for a "rush" in particular weeks, and adapt their methods accordingly. 2d, *Materials for the Class*. Out of the exercises are sure to arise plenty of mistakes, or new points raised, or side-lights introduced, which will suggest matter to bring forward in the Class. It is especially good to note down striking remarks of individual students; the reading of these in public is a powerful stimulus to those who are the authors of them and to others. [Names should in no case be mentioned; it should be understood that communications to the lecturer are entirely confidential.] 3d, *The encouragement of individual students*. Our idea of "marking" exercises is that the lecturer writes brief comments in the margin. This is not as laborious as it might seem, because nearly all the comments a lecturer wishes to make will apply to several students, and should be reserved for the Class, some mark like N. I. C. [Notice in Class] being written in the margin. For the rest, it is well for the lecturer to be on his guard against sarcastic criticism, which is the besetting temptation of some lecturers. It is a safe principle that encouragement should be individual, hostile criticism general, and in Class.

The intercourse between teacher and students implied in the exercises and Class is the most valuable part of the extension system; both lecturers and students come to like it better than the lectures themselves. It constitutes the training-ground for the teacher, by which a lecturer—at starting often no more than a brilliant specialist—is brought *en rapport* with the minds he has to influence, and often completely changes his mode of exposition.

9. What has been said above covers the subject of the Class. This should be altogether informal; conversation should be invited, and sometimes the Class is turned into a spirited debate, the lecturer holding a position of moderator. There are many persons who, from want of leisure or defective elementary education, cannot express themselves readily in writing, who nevertheless make themselves effective members of the discussion class.

10. "University Extension" has become a new educational

system, of which the basis is that certificates are never given on the result of an "examination" alone, but always on the *joint result* of the weekly "exercises" and the final examination. The two things appeal to different mental faculties, and of the two the exercises are the more important, both as stimulating the student and as revealing more of his capabilities. It is found that often students who show great original power in the exercises fare poorly in the abnormal conditions of an examination, and also that persons often get high marks in an examination who in the more numerous tests of the weekly exercises have uniformly failed to rise above the commonplace. The effect of the system is also to distribute the pressure of the course evenly, every week's work counting directly for the final result. It is well for the lecturer from time to time to point out to audience and students the importance of this educational method, and so help to fasten in the public mind "University Extension method" as the most thorough of all modes of teaching.

R. G. M.

November, 1890.

UNIVERSITY EXTENSION

Its Definition, History, System of Teaching and Organization

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THE AMERICAN SOCIETY

FOR THE

EXTENSION OF UNIVERSITY TEACHING

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UNIVERSITY EXTENSION.

THE aim of the University Extension Movement is to bring as far as possible within the reach of every one the advantages which at present are accessible only to those who can attend the college and university. It endeavors thus to widen the intelligence and enlarge the sympathies of the masses and enable men and women to employ their leisure better and to enjoy it more. In the words of the motto of the London Society, it seeks to make education not "a means of livelihood, but a means of life." It is a natural development of that democratic spirit that has been at work in education for the last forty years, and has removed one restriction after another from the university system.

A generation ago the type of higher instruction in this country was the New England College, where opportunity was offered one sex of pursuing certain branches by a fixed method and in an unvarying order. The American type of a higher institution to-day is a university, where all may acquaint themselves with whatever branches of knowledge they prefer, in any order and by any method. This reform has, however, affected only the small number who are able to pursue systematic courses of study at the university, and the time now seems ripe for a further step which shall secure as many as possible of the advantages of university training to those unable to incur the expense implied in university residence. Experience has shown in other countries that much may be accomplished in this direction by the system of education popularly known as University Extension. This method involves systematic instruction organized in courses of lectures by university professors, with discussions, classes, exercises, examinations and certificates of proficiency. It not only supplies teaching adapted to popular needs, but stimulates the demand for such teaching. It directs readers to the best books in each subject, and, by encouraging habits and suggesting methods of systematic study, helps them to make the best use of such facilities for education as come within their reach.

The University Extension Movement took its rise in England. The movement was begun by Cambridge University in 1873. The London Society took up the work in 1875, and Oxford made her first real effort in this direction in 1885. The growth of the movement has been constant, and now there are over forty thousand Extension students in England.

The work of the American Society for the Extension of University Teaching is of much more recent date, although attempts have been

made at various times to introduce some feature of the work into the United States.

The lecture of the lyceum bureau, the plan of a "correspondence university," the series of popular lectures, given by different institutions, all embrace one or another element of the general method. The most successful effort, however, to introduce this system, as a whole, was made during the winter of 1890-1891, by the American Society for the Extension of University Teaching. This society grew out of a local organization, which was formed in Philadelphia, on June 1, 1890, largely by the initiative and earnest endeavors of Provost Pepper, of the University of Pennsylvania.

In order to profit by the experience in England, the Secretary, Mr. George Henderson, spent the summer months observing the work in Oxford and London. On his return he drew up a report, in which was indicated a general plan of organization. The active work was opened at Roxborough, a suburb of Philadelphia, on November 3, 1890, with a course in chemistry. From the very first the progress of the movement was rapid, and before the close of the season, twenty-three centres were formed, and over forty courses of lectures delivered to a total attendance of nearly sixty thousand.

Thus in six months the movement, which had originated in Philadelphia, secured an enrollment that the London Society has only attained after sixteen years. For this success two reasons appear. In the first place, the system, as developed through nearly a score of years in England, with such modifications as American conditions necessitated, was put into full execution immediately, and bore immediate results. Then, too, the movement was started under favorable circumstances in a city whose large population and thriving and easily accessible suburbs afforded an excellent location for "centres," and where neighboring colleges of the highest rank were freely drawn upon for lecturers. The results of the local movement no sooner became generally known than a universal demand for similar opportunities made itself felt, and over such a wide area that it was impossible for the local society to satisfy it. Accordingly, on December 23, 1890, the American Society for the Extension of University Teaching was organized, as indicated above.

THE SYSTEM OF TEACHING.

The method of instruction by Extension Teaching has been carefully developed, feature by feature, until it may now be said to form a systematic plan which will be successful in proportion as it is conscientiously carried out. This attempt at popular education is distinguished from all preceding efforts by the substitution of

"courses" for single lectures, and by the subordination of correspondence work to the actual personal contact and teaching of the "class."

The first element is the "course" of six or twelve lectures, delivered at weekly or fortnightly intervals, at any time during the season from October to May. This period is, however, divided naturally into two terms by the winter holidays. It need hardly be said that the type of these lectures differs widely from that of the university lecture. The purpose of the latter is largely the conveyance of actual, even detailed knowledge of the subject.

The aim of the former is rather to arouse interest and stimulate and direct mental activity. The audience in the one case is made up of those of relatively equal age, preparation and experience. The Extension lecturer has, on the contrary, to address those differing greatly in all these particulars. It is, moreover, a voluntary audience which cannot safely be wearied. He must show them the importance of the subject, and make it at once intelligible and entertaining by connecting it with their own experience. Since the lecturer has to address not only complex elements in one audience, but also audiences varying greatly from one another, there can be no stereotyped form for what he says. As different as is the audience from time to time, so flexible must be his treatment of the subject, so versatile his own mind. He may be a trained specialist, he must be a skilful lecturer. Above all, he must be himself impressed with the importance of the subject and the dignity of the work. These qualities are, however, of themselves not sufficient.

The Extension lecture differs from that of the lyceum bureau in that it is not a single lecture for amusement or even instruction. It is one of a series adapted, doubtless, to profit the mere hearer, but also arranged to stimulate to further work, and no matter how busy the lives of the hearers the lecturer will not have done his work if many are not led to follow up the lectures with systematic reading.

THE STUDENTS AND THE SYLLABUS.

For those who are ready to become students a syllabus is prepared in advance, giving a full indication of the scope of the whole course, and a detailed analysis of each lecture, with references to the best literature on the subject. The mechanical work of taking notes is thus saved, and a means provided of preparation for, and reviewing of, each lecture.

Too much emphasis can hardly be laid on the importance of the syllabus, and the necessity of having it as perfect as possible, both in the features already mentioned and in the series of graded questions which is given in connection with each lecture.

The object of these questions is to excite interest in the subject and to guide the student in the reference reading and to independent work. Accordingly, the first question is simple, and may easily be answered by one who has listened carefully to the lecture. The second is to be answered only by consulting some book of reference. The third may require a comparison of authorities, and the fourth some original thought. The series of questions are to be answered at home, with the freest use of all available aids, and sent to the lecturer by mail some days before the next meeting, that he may have time to examine and correct them. These answers are called, for convenience sake, weekly papers, and are like all the features of the system, entirely voluntary.

THE WEEKLY PAPERS AND THE CLASS.

The weekly papers are returned at the next meeting of the "class," which is held either immediately before or after the lecture. Here is the most open discussion of all points of interest or difficulty either in the subject or its treatment by the lecturer. The latter is prepared to answer all questions, explain misconceptions and promote a clearer comprehension on the part of the students.

It is in the "class" that the best part of Extension work is done. Here the lecturer needs the qualities of a true teacher, and here the disadvantages of non-collegiate study are most nearly overcome.

It is worthy of remark in connection with the "class" that the standard of Extension teaching in England has been gradually brought to such a point that Cambridge has felt justified in accepting the certificates of Extension work in lieu of one year's resident study.

EXAMINATION AND CERTIFICATES.

For those who have attended the lectures and written in a satisfactory manner a certain proportion of the weekly papers, an examination is offered, and on the basis of the weekly papers and the examination a certificate is awarded.

STUDENTS' ASSOCIATIONS.

A further development of the system of Extension teaching is found in the Students' Associations which have been formed in many places. These take the form of literary clubs, whose objects are to maintain a relation between the students of the local centres to prepare for courses announced, to hold discussions outside the class on difficult points, and to continue the subject after the end of the lectures. The natural result of these associations is the introduction of a much-desired sequence in the courses of successive seasons and

a consequent closer approach of Extension work to the curriculum of the college.

Wherever it is impracticable to form a Students' Association, a substitute has been provided for solitary students in the form of carefully-arranged courses of study, supplemented by individual direction by correspondence. The problem of home study is a difficult one in many particulars, but the Society proposes to spare no effort in following up its lecture courses both by this means and by such other methods as experience may prove practical.

THE ORGANIZATION OF THE SOCIETY.

The American Society for the Extension of University Teaching has undertaken a work which, like all attempts at higher education, is not self-supporting. The Society is dependent for its funds on an annual membership fee of \$5, a life membership fee of \$50, and on the generosity of friends of education. This is essentially a missionary movement, and wins the support of all who understand its purposes and methods. No great work in education along higher lines has ever been self-sustaining, in the ordinary sense of that term, and the Society will be obliged to rely on the public spirit of all citizens, rich and poor, for funds to carry on the work. The small contributions of many people will provide ample funds, and the appeal is confidently made to all who believe in a broader and higher education of the masses to lend a helping hand to this movement.

The Society is governed by a council, consisting of the heads of the various institutions co-operating in the work and of prominent laymen. Its purpose is to collect information in regard to the progress and new phases of the work and make it accessible to all.

The American Society endeavors to arouse interest in the movement and stimulate a demand for the advantages it offers. Wherever this demand appears, the Society is ready to send a representative to assist in forming a local society.

The local society may, if it so desires, become a branch of the American Society, and receive the constant assistance of the latter's strong organization.

The organ of the Society is a monthly journal, entitled *UNIVERSITY EXTENSION*, which serves as its medium of communication with its members, the branches and all friends of the movement.

This journal will be furnished at reduced rates to the branch, and thus the local interest can be kept alive and the local society assured of the support of its members. All the blanks, circulars, syllabi and other supplies which the branch needs can be obtained from the American Society. If at any time the branch cannot get from neighboring institutions the lecturers it needs, the American Society can render assistance in getting lectures from other institutions.

As the American Society seeks the establishment of branches, it is the duty of the branches to further the formation of local centres, offer them courses on whatever subjects they prefer, by the best men available, and assist them in the details of organization.

The vital point of the whole system is the local centre. On it falls the real responsibility of the work. Here the demand for these advantages must be aroused, and from this point the request must go to the nearest branch of the American Society for help in organizing. The secretary of the branch is always ready to lend personal aid and direction. The first step is the appointing of a small committee for working purposes and a larger council for extending interest in the movement. When the local centre is formed, and the officers—a president, secretary and treasurer—appointed, the next step is the choice of the subjects and lecturers for the courses it is proposed to give. The centre must insure to the branch society the payment of the lecturer's fees and a small sum for general expenses. This may be arranged by a previous pledge of tickets, a subscription, or by a simple guarantee fund available in case of a deficit.

Such, in brief, is the history of the movement in England and America, the details of the system of teaching and the organization of the American Society. The results of the first year's work are a great inspiration to all who have the interests of popular education at heart, for they augur well as to the continued usefulness of the Society and the success of the movement.

Many who have not felt able to help the cause by becoming members are assisting it greatly by diffusing information and inducing others to join. Branches are rapidly forming in important cities in all parts of the country, and next year's work promises to be even more successful than that of the past season.

The membership fee and all other contributions may be sent by postal order, or by draft on Philadelphia or New York, payable to the order of Frederick B. Miles, Treasurer. All other communications should be addressed to the General Secretary, George Henderson.

The General Office of the American Society is at 1602 Chestnut Street, Philadelphia.

ANNOUNCEMENT.

The monthly journal of the American Society is entitled **UNIVERSITY EXTENSION**. The subscription price is \$3.00 per annum; single number, 30 cents. It is sent free to all members of the Society.

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SCHOOLS FOR GROWN PEOPLE.

THE following extract from a letter from Sidney Lanier, published in the *Atlantic Monthly*, August 1894, is so applicable to communities in which University Extension work has not yet been organized, that we quote from it at length. The letter bears the date of November 5, 1878:

"During my studies for the last six or eight months, a thought which was at first vague has slowly crystallized into a purpose of quite decisive aim. The lectures which I was invited to deliver last winter before a private class met with such an enthusiastic reception as to set me thinking very seriously of the evident delight with which grown people found themselves receiving systematic instruction in a definite study. This again put me upon reviewing the whole business of lecturing, which has risen to such proportions in our country, but which, everyone must feel, has now reached its climax, and must soon give way—like all things—to something better. The fault of the lecture system as at present conducted—a fault which must finally prove fatal to it—is that it is too fragmentary, and presents too fragmentary a mass—*indigesta moles*—of facts before the hearers. Now, if instead of such a series as that of the popular Star Course (for instance) in Philadelphia, a scheme of lectures should be arranged which would amount to the *systematic presentation of a given subject*, then the audience would receive a substantial benefit, and would carry away some genuine possession at the end of the course. The subject thus systematically presented might be either scientific (as Botany, for example, or Biology popularized, and the like), or domestic (as detailed in the accompanying extract under the 'Household' School), or artistic, or literary.

"This stage of the investigation put me to thinking of schools for grown people. Men and women leave college nowadays just at the time when they are really prepared to study with effect. There is, indeed, a vague notion of this abroad; but it remains vague. Any intelligent grown man or woman readily admits that it would be well—indeed, many whom I have met sincerely desire—to pursue some regular course of thought; but there is no guidance, no organized means of any sort by which people engaged in ordinary avocations can accomplish such an aim.

"Here, then, seems to be, first, a universal admission of the usefulness of organized intellectual pursuit for business people; secondly, an underlying desire for it by many of the people themselves; and, thirdly, an existing institution (the lecture system) which, if the idea were once started, would quickly adapt itself to the new conditions.

"In short, the present miscellaneous lecture courses ought to die and be born again as *Schools for Grown People*."

The history of the University Extension Movement in America, in communities in which it has been intelligently managed, gives to these words almost prophetic interest. Professor Moulton has defined University Extension as "The University of the Busy," and by this he means exactly what Mr. Lanier meant by "*Schools for Grown People*."

