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REPORT OF THE DIRECTOR OF EXTENSION
1930-1931

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 TABLE OF CONTENTS

	Page
Administrative Staff and Board of Directors.	1
Foreword.	2
The Philosophic Basis.	3
Buffalo as an Extension Center.	8
Programs for Special Groups.	15
Cooperation with other Institutions and Organizations. .	22
Regulations.	29
Agreement with Recognized Standards.	32
The Development of Library Facilities.	38
Financial Policy.	41
Tentative Budget, 1931-32.	44
Statistical Investigation.	46
A. Summary of Previous Studies	46
B. The Quality of Instruction.	48
C. Comparison with other Institutions.	57
Future Developments of the Extension Program	67
Recommendations.	73

Appendices

A. Tentative Program of Adult Education Conference . .	76
B. Program of 1931 Conference of the Association for Extension Education.	80
C. An Instructor's Letter to a Student	84

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FOREWORD

The periodical inventory and the issuance of annual reports are common American habits. Inventories are as valuable in the field of education as in the field of business. Shelves may be empty of goods; minds and courses may be characterized by an intellectual vacuum. Outdated stock, antiquated machinery and inefficiency in personnel have their parallel in the educational inventory.

The annual report may serve several purposes. In its proper function it supplies a summary of the past, a study of the present situation as based upon a frank self-analysis, and a vision of the future. While a report of this character may be of interest to the reader, one of its chief values lies in the self-examination and in the codification of ideas which the author of such a report must undergo. Thus the report, which may or may not be of great importance in itself, has an inevitable resultant in self and organization stimulation.

It is in this spirit that the following report, fragmentary and incomplete though it may be, is presented.

Stephen C. Clement, Director of Extension

* * * * *
THE PHILOSOPHIC BASIS *
* * * * *

Charles W. Beard defines adult education as a "process by which a free people continuously prepares itself for a wiser handling of its daily problems of living." ** In the acceptance of this definition we recognize no new principle in the educational program of a democracy. The fundamental and unique features of the vast adult education movement are based upon the universal recognition of the persistence of learning throughout life, the necessity of establishing free educational choice for a free people, and the vitalization of scholarship as it interprets the processes of human living. Adult education recognizes that life is the adventure of a sentient spirit in an environment whose chief characteristic is its capacity for rapid change. Its purpose is creative adjustment of the individual to his optimum role in the varied aspects of his communal, social, and personal living. The practical implications of such a purpose underlie the entire future of civilization.

The theory of democratic government is based upon three essentials: freedom to develop as an individual; knowledge so organized that common acquirement of fundamentals and individualistic specialization both interpret and promote a constantly advancing societal integration; and social cooperation of such a nature that the interests of the individual and those of the group may be enhanced. A free people rightly condemns the imposition of a preconceived

*Presidential Address, Eastern Conference for Extension Education, New York City, April 13, 1931.
**"The Electric Fire of Thought" Journal of Adult Education, P. 5, January 1930

academic program by a dominant educational hierarchy, which, possessing institutional control, schematizes knowledge, and attempts, through the media of scholastic requirements, to impose its stereotypes upon the mind of the learner. Nor does freedom imply adherence to any theory of "Progressive Education" which disregards the values of socially interpretive heritages, and through the use of a transient terminology based upon undigested ideas of "self-expression" and "individual freedom," decries the virtues and necessities of communal responsibility. A true philosophy of education avoids both extremes. Knowledge emphasizes the necessity of continuous analysis and adaptation to the mounting problems of a somewhat transitory civilization, but does not condemn to outer darkness the philosophic, aesthetic, and scientific fundamentals which form the bases of that civilization. The ideal of social cooperation, in its broader aspects, demands a broad substratum of common understanding, tolerance in the recognition of the relative values in the different fields of human knowledge, and acceptance of the social responsibility of the individual.

There is little that is new or unusual in the varied phases of the adult education movement. It represents a change in attitude and direction rather than a change in the fundamental processes of education. It is based upon two attitudinal changes. The first was imposed by the increasing complexities of a rapidly evolving civilization. The cultural lag existing between modern invention and an industrialized urban life on the one hand and a traditional educational program on the other, resulted in a wide-spread demand for the pro-

vision of educational opportunity on an adult plane. This demand was further reinforced by the psychological research of Thorndike, who demonstrated the possibility of continuous learning as life-long process, and by the empirical conclusion reached by the logically thinking public, that they not only could continue to learn, but that opportunity should be offered them to do so. The second attitudinal change was that of the educator himself, who has gradually come to assess the value of his work in terms of actual social performance, and to devise and promulgate programs designed to meet the changing needs of a free people.

Adult education, once established, has extended itself rapidly in both a horizontal and vertical direction. The variety of its offerings has increased to a remarkable extent. Its participating agencies include not only colleges, universities, and the public school system, but also libraries, museums, and a multitude of cultural, civic, and social organizations. Its media are in tune with modern civilization, including, in addition to the customary devices of the classroom, the press, the moving picture, the radio, and perhaps, if one may gaze into a not far distant future, television.

As in any rapidly developing movement, there has been a tendency for the enthusiasm of the innovators to carry them ahead at a much faster pace than their more academically minded colleagues willingly follow. First experimentation undoubtedly included a certain amount of "soft" "pedagogy," a "teaching down" to a public which, after all, did not desire kindergartenized presentation of course materials, and

STATE UNIVERSITY COLLEGE
BUFFALO

an over emphasis on the organization of so-called "popular courses." These first stages of experimentation are now giving way to a period of consolidation, to research to determine needs, materials and methods, and to a critical evaluation of the efficiency of the various educational media. The present stage in the movement is also distinctly marked by the development of carefully planned programs of cooperation between the various agencies in the field.

At the present time, certain dangerous tendencies are apparent. The greatest of these dangers is an over-expansion which may thin out the academic resources of the institution concerned to such an extent that a popularized knowledge is held up in **ridicule** because of lack of depth. There is also a danger in any over-expanded program that a student body may be gathered together through specious promises, only to disintegrate when a well planned and sequential program fails to materialize. The **third** danger lies in the failure to consolidate fields already covered, leaving the student with a heterogeneous mass of unassimilated materials.

There is a vast unexplored area and an opportunity for development in the field of adult education which challenges the promoter, the planner, and the builder. New discoveries are constantly being made, new fields of effort constantly reveal themselves. It is a virginal field, and one in which imagination has an untrammelled opportunity for creation. Let us not abuse the opportunity. Let us meet the challenge sanely, conservatively, and with full vision of the creative

opportunities which lie before us, "preparing a free people
for a wiser handling of its daily problems of life."

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BUFFALO AS AN EXTENSION CENTER

Buffalo has been described as a "village afflicted with elephantiasis, a community which, like Topsy, 'just grewed'." The city had its beginnings in 1790. It lies at the eastern end of Lake Erie, linked by water with all American inland waterways and with the entire Atlantic Seaboard. Its location favored development as a great transportation, transshipment and industrial center. At the present time three hundred passenger trains and six hundred freight trains on eleven railroad trunk lines pass over 700 miles of track within the city limits daily. *

Buffalo, possessing transportation, raw materials, and cheap power, has inevitably become a great industrial city. There are 1,361 manufacturing establishments in the city producing 230 different types of manufactured goods. The principal manufacturing establishments are almost entirely of the machine rather than the artisan type, the operations involved being of a highly routinized character. Hence, there is an opportunity for the employment of many workers on a level below the skilled labor class.

According to the 1930 United States Census, the population of Buffalo totals 570,975. 44.9 percent are foreign-born or are of foreign-born parentage. The distribution

of population according to national origin is estimated as follows:

Poles	220,000	Ukrainians	4,500
Germans	102,000	Scotch	2,500
Italians	100,000	Greeks	2,000
Hungarians	10,000	Slavs	2,000
Irish	7,264	Welsh	1,500
Russians	5,000	Syrians	1,000 **
Swedes			

*Barry, J.F. and Elmes, R.W., Buffalo's Text Book

It will be noted that persons of Polish origin comprise about two-fifths of the entire population, with the German and Italian elements accounting for slightly less than one-fifth each. The domination of the recently arrived Polish and Italian emigrant is still more striking when projected into the future, since, of every ten children now being born, six are Polish, two are Italian, and two represent the remaining nationalities.

Buffalo has long been a center for higher education. To quote for the Buffalo School Survey:

"Buffalo is one of the centers of art, culture, and learning in the State of New York. It has four institutions of higher education. The University of Buffalo is its oldest educational institution, having an enrollment of approximately 4,000 students in its different branches. One of the largest State Teachers' Colleges of New York is located in Buffalo. The number of students in attendance totals 1,150 at its regular session and 1050 at its summer session. Among the other institutions of higher learning are the Canisius College with an enrollment of 1,200 students and the D'Youville College for women. The city has two libraries, the Buffalo Public Library and the Grosvenor Library. The Buffalo Public Library has 518,000 volumes and circulates annually 2,500,000 books. It has established a large number of branches in different localities of the city. The Grosvenor Library contains 200,000 volumes and is the fourth largest reference library in the United States."*

Adult Education in Buffalo has had a long and honorable history. The City School Department has presented an evening school program for adults which has met with country-wide recognition. The Museum of Natural Sciences has organized courses which are both popular and academic in nature

in its specific field. Canisius College offers a program

*Buffalo School Survey, p. 20, Buffalo Municipal Research Bureau, 1930

especially designed for teachers. The University of Buffalo Evening Session attempts to satisfy a wide variety of adult interests through the organization of both intra-mural and extra-mural programs.

The Extension Department of the State Teachers College at Buffalo was organized on its present basis in September, 1927. Previous to that date a limited number of courses had been offered, financed by small appropriations from the New York State Department of Education and the Buffalo School Department. In 1926 a total of 16 courses were offered, organized on a one semester hour credit basis, with a salary maximum of \$100.00 a course. The courses offered, being on a one-point level, were not easily transferred for credit to a college curriculum largely organized on a two and three hour credit basis, nor were the courses of sufficient length to permit the development of comprehensive content materials. These courses, however, filled a definite place in the in-service education of their clientele, as is evidenced by the 1926 registration of 250 students.

The reorganization of the Department in 1927 was predicated upon the state agreement between normal school and teachers college principals allowing a charge of \$5.00 a semester hour for extension courses. The present Director of Extension was appointed. The collection and expenditure of fees and the determination of general policies were placed in the hands of the Board of Directors of the Extension Fund. This Board was appointed from the ranks of representative alumnae and students and meets semi-annually. The Financial Secretary of the State Teachers College was appointed as

Secretary and Treasurer of the Board.

Courses were organized on both an extra-mural and an intra-mural basis. Intra-mural courses, given on Saturdays in the building of the State Teachers College, were placed on a fee basis of \$2.50 a semester hour, since such income was deemed sufficient to cover expenses. Instructors were paid a flat rate of \$150.00 for a two semesterhour course. In 1930-1931 this rate was increased to \$175.00. Extra-mural courses were organized in a number of outside centers. In these centers a fee of \$5.00 a semester hour was charged, and a maximum salary of \$300.00 a course was paid. All courses were organized on a two or a three semester hour basis. Each class session was two class hours, or one hour and forty clock minutes, in length. All courses were taught by regular members of the college faculty, by members of the summer school faculty, or in exceptional cases, by instructors with equivalent qualifications.

The extra-mural courses have shown a steady increase in geographical distribution. Demand, centering at first in the nearby community of Kenmore, Lockport, Tonawanda, North Tonawanda, Hamburg, Lancaster and Depew, has also resulted in the establishment of courses in Batavia, Jamestown, and Schenectady. Requests from other communities distant from the institution were refused because of difficulty of transportation. In fact, the demand has been so widespread, that it suggests the desirability of the mobilization of the higher educational institutions of the state under one or more centralized and coordinated administrative centers for

the purpose of providing intelligently planned, integrated and comprehensive service.

The student body of the State Teachers College Extension Department are, of necessity, drawn largely from the ranks of elementary school teachers. This specific clientele has a racial distribution quite different from the general distribution in the city as a whole. While no direct data are available regarding the teachers in service, who form the major portion of the extension student group, limited information is available regarding the State Teachers College General Normal students, who will become the teachers of the future. In this group we find twenty-seven percent of foreign-born parentage, six percent being of Italian descent, while less than two percent are of Polish derivation. There is definite indication that teaching as a profession has a distinct appeal to the older racial strains in the population. The student group does not come from a family situation in which there is a long established tradition of education. Only 34.5 percent of the fathers of present students attended high school, while 19 percent graduated. Approximately 8 percent attended college. The mothers show a slightly greater high school attendance and graduation, but a much reduced attendance at higher institutions. The parental occupations of the fathers of present students give the following approximate percentages: semi-skilled labor, 44%; clerical and small business group, 30%; skilled labor, 16%; and the professions plus the successful business group, 9%. To sum up: the student body is largely the product of native parentage. The most frequent paternal occupations are farming and retail merchandising, with over 90% falling below the level

of the professions. The median parental income is \$2600.00. Only a very limited number of the parents have graduated from high school.

The cultural background of the college student who is to become the future teacher is not high. She reads very little beyond the daily newspaper, a magazine or two, and occasionally a book of fiction. Drama, poetry, and non-fiction are beyond her ken. Even in her newspaper reading she is primarily interested in the comic and feature sections. She rarely attends either lectures or musical concerts. Her attitudes show little definite trend toward increase of cultural performance. There is, however, indication that college contacts, while somewhat productive of negativism, are increasing cultural participation in some cases.*

While the status of an undergraduate student body may not be a perfect indication of the status of teachers in service, yet there is undoubtedly great need to offer opportunity to those teachers who have discovered their own deficiencies to remedy them. There is also necessity of providing for older graduates an opportunity to acquaint themselves with the newer developments in the rapidly changing field of education. These are common purposes which are characteristic of practically all collegiate extension work.

It is also evident that Buffalo presents certain peculiar problems which, in themselves, warrant careful analysis. Among these problems may be listed the adaptation of generalized theories of education to a highly mechanized urban civilization, *Data in the above paragraphs taken from "The Students Live", an unpublished study by Stephen C. Clement, State Teachers College, Buffalo.

the problem of dealing with large groups of foreign born children, and the problem of dealing with the conduct situations which arise among young people in heterogenous population in which anonymity and the lack of cultural tradition is everywhere apparent. The development of an extension program in an urban center is as much a sociological problem as it is an educational one. Hence, future growth must be predicated upon a definite study of the community, and its young people in relation to their environment.

PROGRAMS FOR SPECIAL GROUPS

In the development of any program of extension education, certain groups soon isolate themselves as demanding curricula specifically designed to meet their several needs. A number of these groups already possess group consciousness and definitely formulated academic desires; others must be brought together, coordinated, and through analysis of professional objectives, grow into a consciousness of group need; a third category, complaisant under the inertia of out-worn practises, must be stimulated into self-criticism and revaluation of performance as judged by newer criteria.

Among the groups included under the State Teachers College extension program which already possess a definite professional consciousness, the physical education teachers of the area are entitled to special mention. The majority are graduates of three year courses in schools of physical education. Their extension needs are determined by three factors, certain certification requirements of the State Department of Education, the realization of deficiencies in training in the field of physical education itself, and the desire to acquire an academic degree. The Extension Department, enjoys the highest degree of cooperation with the Buffalo Department of Physical Education. It attempts to repeat at definite intervals, courses required by the State Department of Education. There are, however, certain difficulties which act as barriers to a full realization of the possibilities of organizing sequences of courses in the specific field of physical education. Since the Teachers College is designated

by the State Department of Education for the training of elementary and junior high-school teachers, physical education for specialists is rather definitely outside its field. Until an adjustment is made by which the College is empowered to grant degrees to physical education teachers on completion of specially organized curricula, it has been deemed wise to grant credit to be used only for transfer to other institutions. Since credit is not, however, always the main objective, it has been possible to initiate a group of courses, which, in some measure, meet the needs of this group. The local instructional resources in physical instruction being somewhat limited, specialists have been secured from the ranks of the department itself. At the present time negotiations are in progress with physical education experts in other urban centers, with the probability, if financial arrangements can be completed, that several will be brought to Buffalo to give specialized courses.

The field of training for playground leadership is as yet undeveloped in Buffalo. When, in 1928, the supervision of public playgrounds was made a function of the Physical Education Department of the public schools, there were few adequately trained playground leaders. Since that date there has been a large expansion in the number of playgrounds, but no attempt has been made to set up an academic program of playground training. The Physical Education Department, recognizing this need, has been conducting an intensive study of playground training curricula in such urban centers as St. Louis, San Francisco, Chicago, Cincinnati, and New York, and expects to set up requirements for appointment which will include completion of a two year academic program.

Under the present plans, this program will be organized under the supervision of the State Teachers College Extension Department. It is expected that initial courses will be offered in the near future.

The transfer of training for art teachers from Fredonia State Normal School to the Buffalo State Teachers College necessitated not only the organization of courses for the regular undergraduate student, but also the provision of opportunity for the three year art department graduate to secure a degree through extension and summer session. A beginning has already been made in this field. The enthusiastic response to present offerings insures future development on an expanding scale. It is the intention of the Extension Department to develop a sequence of courses which will provide opportunity for personal expression and will eventually lead to an academic degree.

It is rather surprising to discover the small amount of attention which has been given to the problems of the attendance officer and his academic preparation. A brief survey failed to reveal any collegiate institution in the country which was organizing a specific in-service program for this group. Yet the attendance officer is rapidly assuming a key position in the treatment of practically all individuals who are at variance with the educational program, and who manifest that variance through delinquency, gang life, physical, mental, and psychiatric maladjustment. The attendance officer is fast becoming a social service agent, attempting to make school attendance the natural corrolary of a satisfactory social integration. This new concept of function demands a new type of preparation embodying not only knowledge of attendance

laws and procedures, but also a definite training in the objectives and organization of the educational process, psychological testing, welfare work, family visiting, and mental hygiene.

With the cooperation of the Buffalo Attendance Department and the New York State Division of Attendance, the attendance officers of the area have been mobilized into a professionally conscious group, and a seminar type course of indefinite length has been organized. Since credit is not of primary importance the course is attempting to base its content on the specific needs of the field, and to act as ^a laboratory for the solution of common problems. Charles L. Mosher, director of the State Division of Attendance, make the following comment:

"I have noticed a deep and sincere interest, on the part of attendance officers and others concerned with attendance service, in ways and means of studying their job and developing a stronger grasp of the problems involved. I have found this to be true in every section of New York State. The Attendance Division has held nine regional conferences in different parts of the State during the past school year and the same keen interest in attendance problems has been evident at each of them.

The fact is that a surprisingly large proportion of attendance difficulties are due to home conditions and on this account attendance service has become, as Blanche Morry of Indiana puts it, social service, and the attendance workers have not merely their school field for study but the whole field of social relationships and particularly those conditions of poverty, poor health, and the like, which result in depriving the child of his school opportunity.

I am very much interested in the development of a course at Buffalo for attendance service workers. Such a course will be of real contribution and, I know, will be welcomed by a large number of men and women devoting their efforts to attendance service work. They are anxious to improve the quality of

their service and they realize that experience and special training go hand in hand where the best results are to be secured."

Because of the large foreign population of the Buffalo area, it is natural that there should be a high degree of interest in problems of immigrant education. This interest has been manifest not only by night school teachers, but also by many of the day school teachers whose pupils are largely of foreign extraction. For a number of years the State Bureau of Adult Education has sponsored courses at the summer sessions of the State Teachers College, directed at the training of teachers of "Americanization" and "English to Foreigners" classes. Within the last few years there has been little attempt to provide a broad cultural background for such teachers, or to develop course materials for day school teachers which would enable them to better appreciate their function in the integration of pupils from foreign families. The Bureau of Adult Education and Extension Department, believing that the needs of both groups could be met by a sequential common group of courses, organized the first of ^a projected series in the spring of 1931.

This first course, Racial Backgrounds, offers certain unique features. Its primary objective was the study of the historical, social, economic, artistic, religious, and educational backgrounds of the dominant racial groups in Buffalo and their adjustment to a new fatherland. In effect, due to the time element, the course was a survey rather than a detailed study. It was impossible to secure a single instructor who could present an intimate and adequate picture

of such a complex problem. Instead, specialists were called upon to analyze particular phases of the situation, a nationally known expert on the history and present status of immigration, the director of the public school program for the foreign-born, and prominent members of the various national groups, selected in part on the basis of consultation with foreign community leaders. Integration was secured through careful transcription and distribution of all lecture materials. Interest was enhanced by the use of visual materials furnished by the State Department of Education. The outstanding feature of the course was the close cooperation of the groups concerned and their enthusiasm in the use of the College as an instrument in the solution of their peculiar community problems.

The Extension Department and the State Bureau of Adult Education plan to follow the present introductory course with intensive courses dealing with specific racial groups, with the concentration on adjustment problems. Future programs will also include related courses in Immigration, Governments of Europe, American Political Institutions, Labor Problems, The Community as a Factor in Education, and Methods in Teaching English to Foreigners. It is apparent that the student interested in racial problems may find a varied and rich offering in the course offerings above listed.

The development of the curriculum of the industrial vocational department from a three year to a four year course offers an unusual opportunity to the vocational teachers of the area, largely graduates of the State Teachers College, to secure advanced preparation in their chosen field. It is

obvious that the majority of course offerings must be given through summer session and extension. The development of this program is, however, delayed through the lack of appropriation for the necessary additional faculty members, and will not be undertaken until qualified instructors can be provided.

It is probable that future development of the Department will involve concentration for other groups. The growth of parental education in Buffalo has resulted in the formation of the Parental Education Committee of the Buffalo Educational Council, in which the Extension Department has representation. It is the hope of this committee that support may be secured from one of the national educational foundations, and that coordinated programs in this field may be established under the guidance of the various collegiate institutions of the city. The Extension Department stands ready to assist in this effort.

The solution of the community problems among racial groups is a particularly fertile field for adult education in Buffalo. As preliminary steps, research into group needs, coordination of communal groups, and the creation of community consciousness are necessary. A brief series of conferences with representatives of one group has been attempted in an effort to define the problem. Further exploratory efforts will be undertaken, and, if feasible, a definite program may be set up.

COOPERATION WITH OTHER INSTITUTIONS AND ORGANIZATIONS

Since the inception of the State Teachers Extension Department, the promotion of cordial relationships with other collegiate institutions of the city has been a matter of primary concern. Fortunately the fields of effort of the three institutions offering extension programs, Canisius College, The University of Buffalo, and the State Teachers College, are complementary rather than competitive. Hence, a definite plan of coordination has been possible.

Canisius College, under religious auspices, appeals in large measure to its communicants. Coordination has, to date, been largely limited to the exchange of credits and participation in cooperation in such fields as radio education and the like. Future developments might well include a thorough-going consideration of the inter-relationships existing between the extension program of Canisius and that of the State Teachers College with a view to further coordination.

Cooperation with the University of Buffalo Evening Session has been marked by exchange of instructors, partition of territory, and, to a certain extent, the development of non-competitive fields of effort. Extension work in the city of Niagara Falls has been definitely assigned to the University, while Lockport, the Tonawandas, and other centers have been assigned to the State Teachers College. Establishments of new centers is made a matter for mutual consideration. The relationship existing between the two institutions is graciously set forth in the following letter from Clarence S. Marsh, Dean of the University of Buffalo Evening Session:

March 18, 1931

Professor S. C. Clement
Buffalo State Teachers College
Buffalo, New York

My dear Mr. Clement:

I am very happy to take this occasion to comment on the cordial relations existing between the Evening Session of the University of Buffalo and the Extension Division of the State Teachers College at Buffalo.

The Evening Session is in its eighth year of operation and throughout that time it has enjoyed the active goodwill of your institution. This has been shown notably in the cordial and effective manner in which members of your faculty of State Teachers College, including yourself, have taught University evening classes both here and in nearby communities. Dr. Rockwell has at all times given me practically carte blanche to ask members of your staff to teach our courses for adults. Indeed, the curriculum that we have been able to offer to adults would have been considerably curtailed if members of your faculty had not been able and willing to teach our courses.

The cordial relations existing between us was again strikingly shown when your extension program was in its most active stage of expansion. Your tuition fees in extension classes can be much lower than ours; you might very easily have gone into communities in which members of your faculty were teaching courses for us, and with practically no effort you might have taken from us a following of adult students which we had built up at some labor and expense. Instead you very graciously came to my office, revealed your plans, examined ours, and suggested a working arrangement whereby a division of territory satisfactory to both institutions and to the clientele of each has worked out.

We have not only had many conferences regarding such formal matters as territory, fees, and courses, but many chats in which the aims and methods of extension work in our two institutions were completely revealed. This has served to prevent even the slightest misunderstanding.

In our dealings with each other, genuine cooperation in its very best sense has completely supplanted competition. This as is it should be. Each institution has more than it can do; each can learn from the other.

I can wish nothing more helpful to the relations between these neighboring institutions than a continuance of the cooperative fellowship that characterizes our present relations.

Very truly yours,
C. S. Marsh, Dean.

For a number of years cooperation between the Buffalo Museum of Natural Sciences and the State Teachers College has been on a high level. Undergraduates have been encouraged to make use of the museum as a source for scientific materials and as a center for instruction. The museum possesses large collections in the fields of Geology, Entomology, Ornithology, Paleontology, and allied sciences. It is well equipped for astronomical observation and has satisfactory classroom facilities. The staff has established an excellent reputation, both for research and teaching ability. Perhaps of most importance, the museum has long recognized its function as an agency of definite adult education.

"The museum is the final embodiment of a number of human instincts and attitudes of mind: the collecting instinct, the natural desire to display one's treasures to the world, and, finally, the sophisticated, educated desire that the curious and lovely things one has collected as relics of the past should interpret for others the human mysteries that are symbolized or contained within them. This final step in its development forced the museum to take its place in the world of education as an active instrument rather than as a passive field for study. And so there devolves upon the educational staff of the museum the obligation of refusing to stop at a glorified system of guidance. They must never be content with the romantic stage of learning, but must press everlastingly on to the joys of the mind that lie in its full activity, in order to gain for themselves as well as their students some of the joys of the 'good life'!" *

For several years the Extension Department has cooperated with the museum in the development of science courses given at the museum and under its auspices. While these courses have not attracted a particularly large student group, they have provided an opportunity for specialization otherwise lacking in the Teachers College curriculum. Re-
*The Mind's Eye and the Museum, Fansler, R.M. Journal of Adult Education, p. 41, Jan. 1930

cently an attempt has been made to insure the parallelism of course requirements with those of the Teachers College. Future courses are to be organized on a fifteen session basis, carrying two semester hours credit and are to be strictly comparable in content with Teachers College courses. In order to secure greater coordination, instructors on the Teachers College staff are cooperating in the conduct of museum courses.

The Buffalo Educational Council is fast taking a place of community leadership. The Council includes approximately thirty cultural, social, and civic agencies in its membership and attempts to secure united effort in connection with the larger phases of adult education. The State Teachers College is represented on the Council by President Harry W. Rockwell, and by the Director of Extension.

During the school year 1930-1931 the Council undertook three significant activities. Its committee on Adult Education Opportunities conducted a survey of the facilities offered by the various cultural institutions of the city with a view of the promotion of more satisfactory use, by the unemployed, of enforced leisure time. A booklet was published listing these opportunities and two balopeticans were installed in the principal employment offices.

The Parental Education Committee, with membership from the State Teachers College has recently studied present activities in the field of parental education in the city of Buffalo, with the purpose of coordinating effort and securing additional personnel. This group aims to secure,

through one of the national foundations, financial support by which an enlarged and intensified community program may be made possible.

The Radio Education Committee, of which the Director of Extension is chairman, is acting as a local council of the National Advisory Council on Radio in Education. It attempts to coordinate the radio program facilities of the various agencies which are members of the Buffalo Educational Council. At the present time two fifteen minute programs are being offered each week over station WBEN. No attempt has been made to organize the programs into definite course units, although short continuities have been maintained.

Among the speakers who have already appeared may be listed:

Chancellor Samuel P. Capon,	"The Buffalo Educational Council"
Rev. Rudolph Eichhorn,	"A Vision of Education"
Deputy Superintendent G. E. Smith,	"Shall Spare Time be Waste Time?"
Walter Brown,	"The Use of Spare Time"
Dean Clarence S. Marsh,	"Who Cares?"
Dr. Charles E. Mason,	"Education and Unemployment"
Adelle H. Land,	"The New School"
Chester A. Pugsley,	"Freedom of the Child"
Dr. Reginald H. Pegrum,	"Choice of a College"
Dolmer E. Batcheller,	"Why College Students Fail"
Dr. Edward S. Jones,	"Personality Maladjustments during Unemployment."
Helen Fairbairn,	"Vocational re-education of College Women for Business"
David Hodgin,	"My Bible of Books"
Dr. Earl Cranston,	"The Chinese Civilization"
	"The Chinese Student Movement"
	"The Chinese Revolution"
Ansley Sawyer,	"The Charity Organization Society"
Archie Swanson,	"A Day with the Family Visitor"
Lloyd Josselyn,	"Making the Garden"
Dr. Albert R. Shadle,	"Trees"
Robert Bingham,	"Historic Remains and Episodes of the Niagara Frontier."
Dr. A. L. Benedict,	
M. M. Wilner,	
Dean Julian Park,	
Mrs. Richard Noye,	
	"Life Saving and First Aid"
	"Red Cross and the Home"
	"Problems of the Scandinavian Group in America"
	"Problems of the Indian"
	"The Italian in America"
	"Here and There with the Oyster"
Vice-Consul Gustave Ohlin,	
Robert Codd,	
F. Magnani,	
Raymond Fretz,	

It is the plan of the Radio Committee to continue its offerings indefinitely. The Committee believes that it is rendering a distinct service as a coordinating agency in a very informal and non-measurable field of effort.

As a result of the survey conducted by the Educational Council in 1925-1926 the following recommendation was made:

"The Buffalo Public Library (shall) be requested to establish a Bureau of General Information regarding educational opportunities for adults, and all institutions in the Buffalo Educational Council (shall) be requested to file with this Bureau complete and up-to-date records of their activities and plans." *

As a result of the study, the position of Director of Adult Education was established. At the present time the Director functions in large measure as a personal adviser in directing student use of educational facilities. It is obvious, however, that the directorship offers a natural center for coordination of programs and organizations. The State Teachers College has not made large use of this agency, but it seems highly desirable, both from the standpoint of educational guidance and publicity, that a very careful plan of coordination be worked out.

Attention should be given to the connection of the Extension Department with state and national organizations. The State Bureau of Adult Education has worked with the college in the development of programs for night school teachers and teachers of the foreign-born. At the present time it is assisting in the organization of an important conference on adult education to be held October 13 and 14,

1931.**

*C.S.Marsh, Education in a Community, Commonwealth Fund, p. 19, 1926

**See Appendix A for tentative program

The Extension Department is affiliated with the American Council for Adult Education, and, while it has not entered into the deliberations of the Council to any great extent, it expects to work out a definite cooperative arrangement in connection with the conference described above.

The Director of Extension was one of the original founders of the Eastern Association for Extension Education and acted as its first President during the years 1929-1931.* The Director of Extension also edited the first two Yearbooks of this Association. It is the purpose of the Association to further acquaintanceship among the extension directors of the Eastern States, and to formulate such common programs and understandings as may seem advisable.

* See Appendix B for program of the 1931 conference.

REGULATIONS

The following regulations have been adopted to govern the administration of extension courses.

1. All extension courses shall be organized on a fifteen session or a twenty-three session basis, each session being approximately one hour and forty minutes in length. Satisfactory completion of a course shall entitle the student to either two or three semester hours credit. Courses shall be maintained on an academic basis equivalent to courses given in regular session. Textbooks and final examinations are required.
2. All instructors shall be approved by the Director of Extension and the Student Program Committee. If instructors are not members of the regular or summer session faculties of the Teachers College, they shall ordinarily possess qualifications equivalent to those of regular faculty members.
3. Instructors who are members of the regular faculty shall not teach more than two extension courses in any semester, nor shall they teach in more than one extra-mural center. Courses given under the auspices of the University of Buffalo shall be included in this computation. Participation in a portion of the lectures of a composite course shall not be included. Exceptions to this ruling may be made only on express permission from the President of the Teachers College.
4. While credit is granted for the completion of all credit courses, the application of such credit to the specific program of any student is subject to the approval of the

Registrar. Extension credit is transferable to other institutions in accordance with the regulations of such institutions.

5. No student shall be allowed more than two absences in a fifteen session course, or more than three absences in a twenty-three session course. Late registration shall count as an absence. Students who are justifiably absent three times in a fifteen session course, or four times in a twenty-three session course, may, with the approval of the instructor in the course, submit an appeal to the Director of Extension, which, if approved by him, shall be referred for action to the Student Program Committee. Such action shall be final.
6. Regular registration will take place before the first session of any course. Course transfers and late registration must be made before the third session of any course. Students who wish to take courses without credit may do so, but are subject to regular fees.
7. All fees are payable upon registration. A late registration fee will be charged all late registrants. Upon written application to the Director of Extension, fees, with the exception of the late registration fee, will, for sickness or other adequate reasons, be refunded in full before the fifth session of the course. No fees will be refunded after the fifth session of any course. Application for refund must be made within the period herein specified.
8. No student may register for more than six semester hours extension credit in any semester without permission.

9. Extension faculty members are expected to assist in registration, and to perform such other reasonable activities as may be requested by the Director of Extension.
10. All courses are subject to supervision by the Director of Extension, the Dean of Instruction, or the Heads of Departments immediately concerned.

AGREEMENT WITH RECOGNIZED STANDARDS

The work of any college extension department may be partially measured by the degree in which it lives up to the spirit and the letter of recognized standards. There are three such yardsticks applicable directly to the extension work of a state teachers college in New York State, the standards of the National University Extension Association, the standards of the American Association of Teachers Colleges, and the standards set up by agreement of the state normal school and teachers college principals.

STANDARDS, NATIONAL UNIVERSITY EXTENSION ASSOCIATION.

The following rules relative to Extension were adopted at the meeting of the National University Extension Association, Apr. 27, 1928:

1. Character and Content of Extension Credit Courses:

Whether or not such courses have counterparts in residence, they shall be equivalent to residence courses of the same level. They shall be approved by the head of the department directly concerned, or such other authorities as are provided for by the rules of the institution. The titles, if any, and numbers of these courses shall appear in the proper place in the general announcement or other official bulletin of the University.

2. Admission to Extension Credit Courses:

Students may be admitted to such courses, provided they satisfy the proper official that they are prepared to pursue the course with profit, and provided they pay the prescribed fee.

3. Teaching Hours in Extension Class Courses:

In such courses there shall be the same number of clock hours of class instruction as in similar courses in residence.

4. Examinations:

No student shall be given credit for an extension credit course until he has passed a supervised examination or an appropriate test on the ground covered.

5. Extension Instructors:

Instructors in extension credit courses shall be members of the regular University faculty, or shall be appointed as non-resident members of the faculty in accordance with the rules governing such appointments in the various institutions concerned, their names to appear in the appropriate university announcement.

6. Credit Students who pursue extension credit courses and who meet all the requirements laid down shall be given the same amount of credit as they would receive for corresponding courses conducted in residence.

7. Recording and Reporting of Credit:

In recording and transferring credits earned through extension, the records should show that such courses were taken by extension. It should be specified also whether such credits were earned through class instruction or correspondence study.

STANDARDS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES

Not more than one-fourth ($\frac{1}{4}$) of any curriculum leading to a degree or a certificate or a diploma in a teachers college or normal school shall be taken in extension classes or by correspondence. (Not more than one-half ($\frac{1}{2}$) of this shall be done by correspondence.) These classes shall be conducted by regularly appointed teachers who meet all the qualifications of Standard V, Preparation of the Faculty. If extension teachers are regularly employed on a part-time basis and hold educational administrative or supervisory positions, they shall not be permitted to offer courses enrolling individuals who are under their administrative or supervisory jurisdiction. No courses shall be offered for credit either in extension or by correspondence which are not also offered as part of the regular residence work.

STANDARDS IN EXTENSION COURSES IN NEW YORK STATE NORMAL SCHOOLS

1. Underlying Assumption. Each state normal school should establish professional leadership in that area of the state in which it is located.

2. Public school teachers should be encouraged to keep alive professionally irrespective of the pressure of certification regulations or of salary increment inducements.

3. State normal schools and elementary public school teachers will mutually benefit by the exchange of experience made possible through such service.

COURSES

1. The number and nature of courses will vary from year to year.

2. Cultural and technical courses should be offered.

3. Courses should be provided to meet the special needs of special groups.

4. All courses should be maintained on a level equal academically and professionally to courses regularly offered to resident students.

5. No courses should be given by correspondence.

6. The number and length of periods should correspond to those given to resident students. Nothing less than the standard set for the 1926 summer session should be considered acceptable.

7. As far as possible any given course should be conducted by one instructor to insure continuity of work.

8. Courses should correspond to regular resident courses in kind and in amount of credit granted.

Location

1. Whenever possible, work should be given on the normal school campus.

2. Where special needs arise instructors should meet the groups in a place reasonably accessible to all concerned.

Time

1. Courses should be conducted in the late afternoon or evening or Saturdays.

Fees

1. A fee of \$5.00 per semester hour credit should be charged for each separate course.

2. Above fees to be used in payment of traveling expenses of extension director, in providing compensation for instructors, and in payment of advertising and clerical costs.

3. All costs of text-books, supplies, etc., should be met individually or collectively by the members of the course. The reference library of the normal school should be made available without cost.

4. All fees must be handled by persons not officially connected with the State Normal School but audited by the principal of the school.

Faculty

1. As far as possible all courses should be given regular normal school faculty members.

2. When faculty membership limitations and teaching loads prevent, instructors might be invited from public school systems, industrial concerns, and other available sources to give courses in specialized fields. Such instructors should possess suitable qualifications and be

approved by the head of the Department in which they shall teach, by the Director of Extension, by the Principal and by the State Education Department. Such Instructors should not be recognized as part of the resident faculty but as members of the extension faculty and their names published in an extension bulletin, if issued, but not in the normal school catalog.

Credit

1. All courses unless otherwise specified, should be credited toward a normal school diploma or a professional elementary certificate under conditions stated in a policy agreed upon by the normal school principals and approved by the State Department of Education.

Teaching Load

1. If a resident instructor has a weekly recitation hour load of less than fifteen hours he should receive no compensation beyond traveling expenses.

2. No one instructor should offer more than two three semester hour courses in any one semester.

Possible Developments

1. If an extension program could be arranged at the end of a given school year for the following school year a financial condition might be assured which would justify the employment of a full time extension worker in each school.

2. Such a worker might serve as an instructor and also as a representative of the school in placement and "follow up" work with graduates. The latter service would be of great potential value to the normal school in determining the actual needs of the graduates.

To what extent does the administrative practice of the Extension Department of the Buffalo State Teachers College conform to the above standards? With one minor exception there is complete conformity with the standards of the National University Extension Association. Standard two, which states that all students shall pay the prescribed fee,

has been voided in two instances only. The cities of Buffalo and Schenectady through especial arrangement with the State Education Department and the State Teachers College pay all instructional and administrative expense connected with courses given under the supervision of the Extension Department and granted credit by the State Teachers College, and admit teachers to such courses free of charge. These courses also violate the standard of the American Association of Teachers Colleges that instructors in any course shall not be in supervisory relationship to the students in such course.

Attention should be drawn to the fact that the Teachers College standard regarding the supervisory relation of instructors to students is of comparatively recent origin. It was established in 1930, only after prolonged discussion and a very close vote of the member institutions. The fact that the standard has little background of experience, and the size and character of the opposition renders non-adherence on reasoned grounds at least debatable.

Let us proceed to a more detailed examination of the situation in question. In the cities of Buffalo and Schenectady, academically trained supervisors and deputy and deputy superintendents were available with a practical experience in the application and development of their teaching materials, superior to that of many regular members of the college faculty. The superintendents of schools of these cities requested the employment of these persons as instructors, believing that the specific problems of instruction and supervision of their respective cities could be best met through the use of instructors definitely connected with the specific

problems at hand. No compulsion, direct or indirect, was used to secure students. The courses were carefully supervised by the college as to course outlines, class procedure, and examinations. By these processes any possible objections to such courses seem to have been obviated. The positive advantages of the procedure far outweigh the disadvantages. By it, the extension faculty is immeasurably strengthened by the addition of instructors of intensely practical experience. The students reached by the courses offered under this plan receive interpretations of educational theory which are directly applicable to their specific local educational problems.

While it is probably highly desirable from the standpoint of institutional recognition that there be complete conformity with any set of nationally recognized standards yet the exigencies of the cooperative situation between a given institution and its especial service area may render the values achieved through adherence less important than the values secured by non-adherence. It is the hope of the Extension Department that arrangements may be eventually reached by which all students will pay the prescribed fee and that the use of supervisors in administrative relation to their students should be gradually discontinued. The Department does not, however, wish to minimize the educational vision of the cities of Buffalo and Schenectady in their willingness to contribute financially to the improved professional preparation of their teachers. The Department believes that the plan should be continued on its present basis until it is possible to make the above indicated adjustments.

THE DEVELOPMENT OF LIBRARY FACILITIES

The problem of developing and supplying adequate library facilities for the extension program is of such major importance that it merits especial consideration. The problem may be readily subdivided into three phases, provision for the needs of the intra-mural student, provision for the extra-mural student, and the formulation of a program to meet the more general non-curricular demands set up by certain developments in the modern adult education movement.

The day is long past when the instructor or student is satisfied by a single text. Instead, the library is required to furnish a variety of reference materials for almost every course offered in the extension program. Intra-mural students, who can make use of the facilities of the central library, are usually able to secure all available references. The chief difficulty arises from the budgetary requirements and from the necessity of supplying the needs of regular college students. Since the extension student ordinarily visits the college only once a week, books withdrawn by him are removed for that period from the use of the student taking regular college courses of similar character. It is obvious, when college courses are duplicated by extension courses, that the college student must have preference. Hence, it is necessary that separate additional facilities be provided for the extension student in such courses as overlap those offered during the regular session. Since such additions as may be necessary are primarily for extension students, it is unjustifiable that they be financed from the regular college budget.

Instead, provision should be made for the allotment of a certain proportion of the extension fund to the library, with the understanding that books purchased under this fund shall be reserved for the use of extension students.

The second problem, that of supplying library facilities for extra-mural students is more readily solved. Extra-mural courses are often elective in character and do not ordinarily duplicate courses given on the campus. When the courses offered present such duplication it is frequently possible to schedule extra-mural courses during semesters when they do not conflict with campus courses. Hence, the problem does not involve the provision of additional facilities, but rather the utilization of available materials and agencies. Local libraries in extra-mural centers are usually ready to render all possible assistance, to establish reference shelves and to purchase a limited quantity of books. It is the responsibility of the extra-mural instructor to supply book lists to local libraries well in advance of the beginning of his course and to recommend necessary purchases. Local libraries, however, are usually limited as to books available, and to funds by which new books may be purchased. The central college library may fittingly supplement local efforts by the temporary loan of a package library designated to fit the needs of a specific course. This plan has already been tried out in one extension center with marked success. Here, again, the responsibility is upon the instructor, who, with the sanction of the college librarian, selects such references as are available for this purpose, and takes upon himself the duty of making arrangements with local libraries, delivering books at the beginning of the

course, and collecting them at its conclusion.

Modern adult education has given emphasis to the use of the library by alumnae. This movement serves two objectives; it provides an opportunity for directed reading of the alumnae group, and, secondly, it serves as an intellectual link between the college and its graduates. Several variations as to method of distribution have been evolved, which are essentially similar in character. The usual plan includes the enrollment of interested alumnae as subscribing members of reading circles; the issuance of book recommendations under the sponsorship of qualified faculty members; the publication of suggested reading lists with comments, and the distribution and collection of requested books. Operative expenses are ordinarily borne in part by alumnae subscriptions and in part by the Extension Department. While it is not proposed that such a plan should be immediately initiated, the experience of other institutions should be carefully analyzed and possibilities in the local field should be studied.

FINANCIAL POLICY

It has been the policy of the Extension Department to offer its services at the lowest possible self-sustaining rates. No attempt has been made, however, to make profits beyond the point of security. During the school year, 1930-1931, the Department has operated on a basis calculated to balance income and expenditures.

Present practice indicates the need of certain revisions in procedure. With the growth of the Department, the percentage of income devoted to administration has shown a steady increase. The growing student body, expanded course offerings, and the increased participation of the Department in community activities and in service to its area has necessitated the purchase of additional office equipment, increased stenographic service, and a larger budget for printing, publicity, and office supplies. At the present time both equipment and service are on a reasonable level of efficiency and should not require increased increments for several years. It is obvious, however, that the present basis is approximately the absolute minimum for efficient operation.

Attention should also be given to the difficulty of operating extra-mural courses on a self-supporting basis. As at present organized, the average cost of an extra-mural two point course is about \$320.00 requiring a registration of 32 students at the present charge of \$5.00 a semester hour. Such a registration can be secured only occasionally, although in most centers from 20 to 25 students can readily be assembled for a given course. A course for less than 30 students cannot

be offered at the present fee. It should be noted that, during the first semester of 1930-1931, only two of the eight courses offered were self-supporting. The low fee of \$5.00 brings criticism from the other academic institutions of the area, which, by reason of their higher fees, are at a competitive disadvantage. It is therefore recommended that the extra-mural fee be increased to \$7.50 a semester hour. This will permit the establishment of classes with an average registration of 22 students and will place the fee on the same level with that of the University of Buffalo and similar institutions which serve Western New York.

Beginning July 1, 1931, the financial arrangements of the Department are to be taken over by the State Department of Education. Since regulations governing the collection and expenditure of fees have not as yet been formulated, it is obviously impossible to forecast future policies. Unquestionably, however, since no accumulation of surplus will be possible, all courses must be self-supporting. An immediate increase of intra-mural fees to \$5.00 a semester hour is probable, in order to insure uniformity with other state teacher training institutions. As has been indicated above, an extra-mural fee of \$7.50 a semester hour is necessary to insure financial safety and sufficient flexibility of offerings to meet the needs of student groups of moderate size.

The development of the Extension Department at Buffalo has been marked by a progressively increasing amount of community contact and community service, including such fields as parental education, radio education, the conduct of conferences, and the extension of library facilities to

extra-mural extension centers. Future development may fittingly include not only the intensification of such activities as are already being undertaken, but also the origination of new projects of similar character. Although activities of this type frequently take forms which are decidedly different from the usual "course", they are of undoubted community significance and secure abundant returns of community contact and community goodwill. While the direct expense of such a program is not large, provision should obviously be made in any budgetary plan by which a discretionary fund of modest proportions should be made available.

The Department welcomes state control of its funds. It rests assured that its present activities will be strengthened and its possibilities increased by closer affiliation with the State Department of Education.

TENTATIVE BUDGET, 1931-1932

In drawing up the tentative budget for 1931-1932, certain of the recommendations embodied elsewhere in this report have been included. It has been assumed that the part-time stenographer, who has been practically on full time during the latter part of the second semester, 1930-1931, will be retained on a full time appointment on his present salary basis. Appropriation for the purchase of library reference books for the use of extension students has been included.

The salary schedule now in force has been continued. In no case has an increase in salary been recommended.

The estimated course attendance is based upon the previous experience of the Department. An approximate twenty-percent decrease in intra-mural courses was estimated because of the increase in fees. If course registration falls decidedly below the estimated figure or if the number of courses indicated fail to materialize, income will also fall off. It is obvious that a smaller number of courses will be balanced by smaller instructions expense. The extra-mural income was computed on the present \$5.00 fee basis, although it is obvious that, unless the fee is raised to \$7.50 as recommended, such courses cannot be self-supporting, but must be carried on the general budget.

TENTATIVE BUDGET, 1931-1932

Estimated Income

State of New York.	\$1,600.00
Forty intra-mural courses, (2 credit hours, fee \$5.00 an hour, average registration 27)	10,800.00
Ten extra-mural courses, (2 credit hours, fee \$5.00 an hour, average registration 25)	2,500.00
Total Estimated Income	\$14,900.00

Estimated Expenditures

Administration	
Director of Extension	\$ 500.00
Registrar	350.00
Financial Secretary	300.00
Secretary to the Director	1,200.00
Board of Directors, (11 @ \$5.00)	55.00
	<hr/>
	\$2,405.00

Supplies	
Printing.	\$ 250.00
Postage	250.00
Stenographic Supplies	125.00
Stationary, etc.	50.00
	<hr/>
	\$ 675.00

Travel	
Director.	\$ 200.00
Extra-Mural Instructors	200.00
	<hr/>
	\$ 400.00

Instruction	
Intra-mural courses(40 @ \$175.00)	\$7,000.00
Extra-mural courses(10 @ \$300.00)	3,000.00
	<hr/>
	\$10,000.00

Miscellaneous	
Association Memberships	\$ 20.00
Library	500.00
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	\$ 520.00

Estimated Surplus.	900.00
Total Estimated Expenditures	\$14,900.00

STATISTICAL INVESTIGATIONS

SUMMARY OF PREVIOUS INVESTIGATIONS

The statistical analysis of student registration in the first semester 1930-1931* was not repeated during the second semester due to the obvious similarity of data which would have been secured. This analysis indicated a practically constant average annual registration of 727 students. It should be noted, however, that this figure represents the largest number of students registered at any given time. During the last two years extension service has reached over a thousand different persons annually. It should also be noted that the intramural registration for the second semester of 1930-1931 was the largest in the history of the Extension Department, reaching a total of 354 students.

The average number of courses taken by the individual student was 1.6. A recent study has indicated that a small number of students are attempting to carry as many as eight credit points a semester. While the number is small it was thought best to legislate against the practice. Hence, a new ruling has been embodied in the regulations, limiting the student to an optimum registration of six credit points a semester.

The range in class size was from 14 to 51, the average 35. 89.3 percent of all registrants continued in attendance on the courses which they elected. While there was a certain amount of variance in holding power among the individual courses offered, in no case was the decrease severe enough to be taken as a definite criticism of the course.

Approximately 53 percent of the students come from
*Report of The Director of Extension, First Semester, 1930-1931

the city of Buffalo. The remainder are scattered throughout the territory within a radius of 50 miles from Buffalo. It should be noted, however, that a number of students commute weekly distances ranging from 50 to 70 miles. The students range in age from 16 to 86, the median being 27.1. The middle 50 percent of the group lie between the ages of 23 and 33. About two fifths are in ^{the} age period 21 to 25. 70.8 percent of the students are elementary school teachers, the largest single group coming from the eighth grade. Grades four and five and the kindergarten have the smallest registration among the elementary school teachers. 12.4 percent are special subject teachers, including art, physical education, home economics, and vocational industrial teachers. 8.3 percent of the registrants hold administrative positions as superintendents, principals, and assistant principals. High school teachers comprise 4.6 percent of the registration while 2.7 are college students. It is interesting to note that .4 percent of the total were members of Boards of Education.

The Extension Department is definitely aiding the teacher in service in the completion of degree requirements. 95.2 percent affirm that they are working definitely for credit. Of these 78.2 percent plan to secure their degrees at the State Teachers College; 15.2 percent plan to transfer credit to another institution. The median number of hours still to be completed to secure a degree is 21. One-fourth of the group has ten hours or less to complete. From this data it is probable that the Extension Department may, by 1932, be supplying from 40 to 75 degree candidates annually.

THE QUALITY OF INSTRUCTION

Three methods were used to answer the question, "How do courses given in extension compare with courses given in the regular session?" Detailed questionnaires were given to both the student body and the extension faculty, asking for a critical evaluation of extension courses. The student questionnaires were anonymous. The third method consisted in a graphical comparison of the distribution of marks given by instructors during the first semester of the regular session 1930-1931 and the distribution of marks in extension classes during the same period.

The Distribution of Marks. The distribution of instructors' marks is indicated in Figure 1. Casual inspection will indicate that there is wide variance between different instructors. Instructors A, B, and H show a well balanced frequency both in extension and in regular session. Instructor D, while showing good distribution during the regular session, has a distribution badly skewed toward the higher levels in extension. Instructor C has an **almost** box-like polygon, which is probably accounted for by the fact that the number of cases in this instance is very low. Both in regular session and extension, instructors E, F, and G, show an almost total absence of the grades D and E. While this may be explainable on the ground of high calibre of the student body, yet the number of cases involved is large enough so that a regular distribution may normally be expected. It is suggested that such instructors examine their personal ranking standards with a great deal of care.

Is there any indication from the above distribution

49
FIGURE 1
DISTRIBUTION OF INSTRUCTORS' MARKS

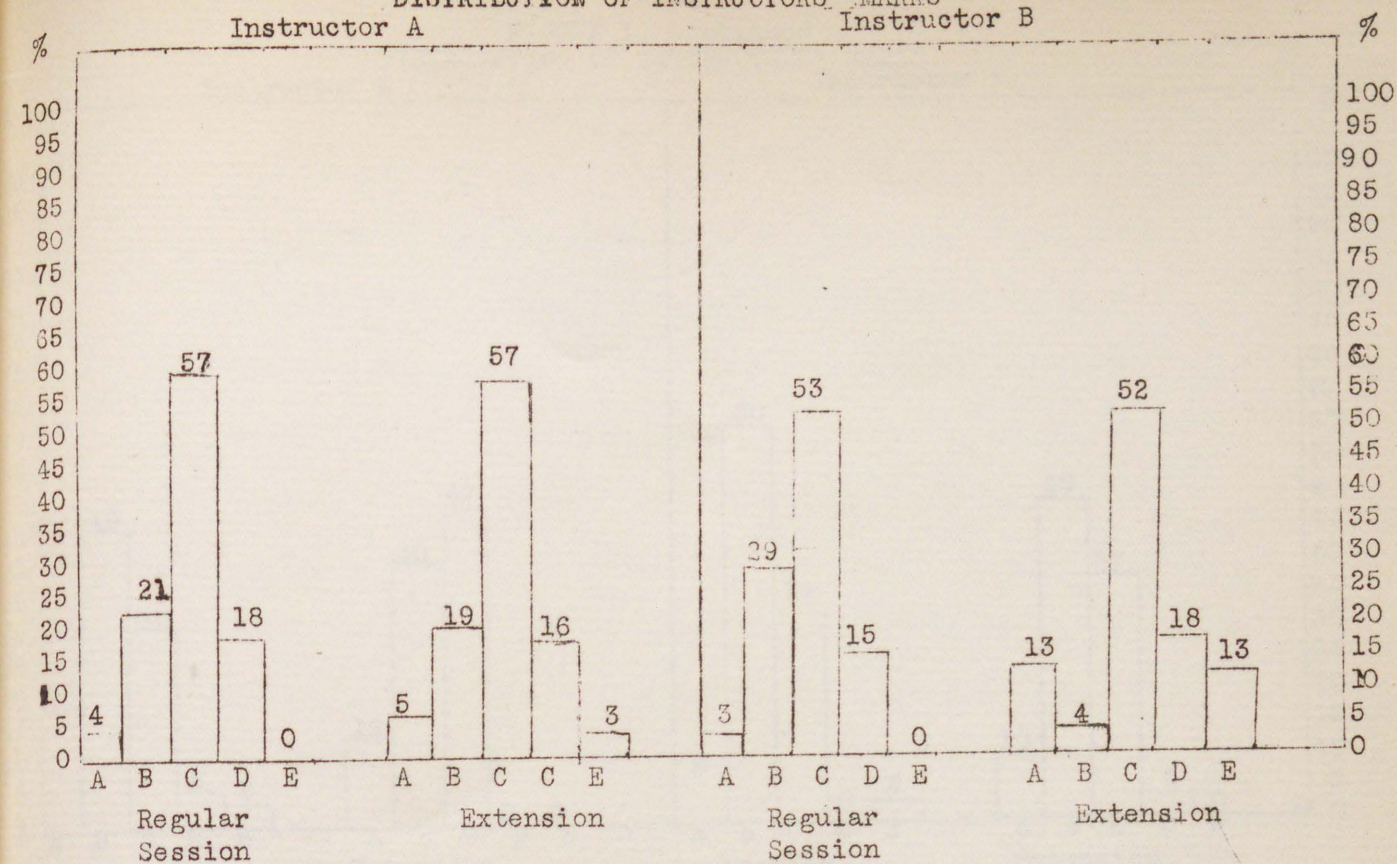
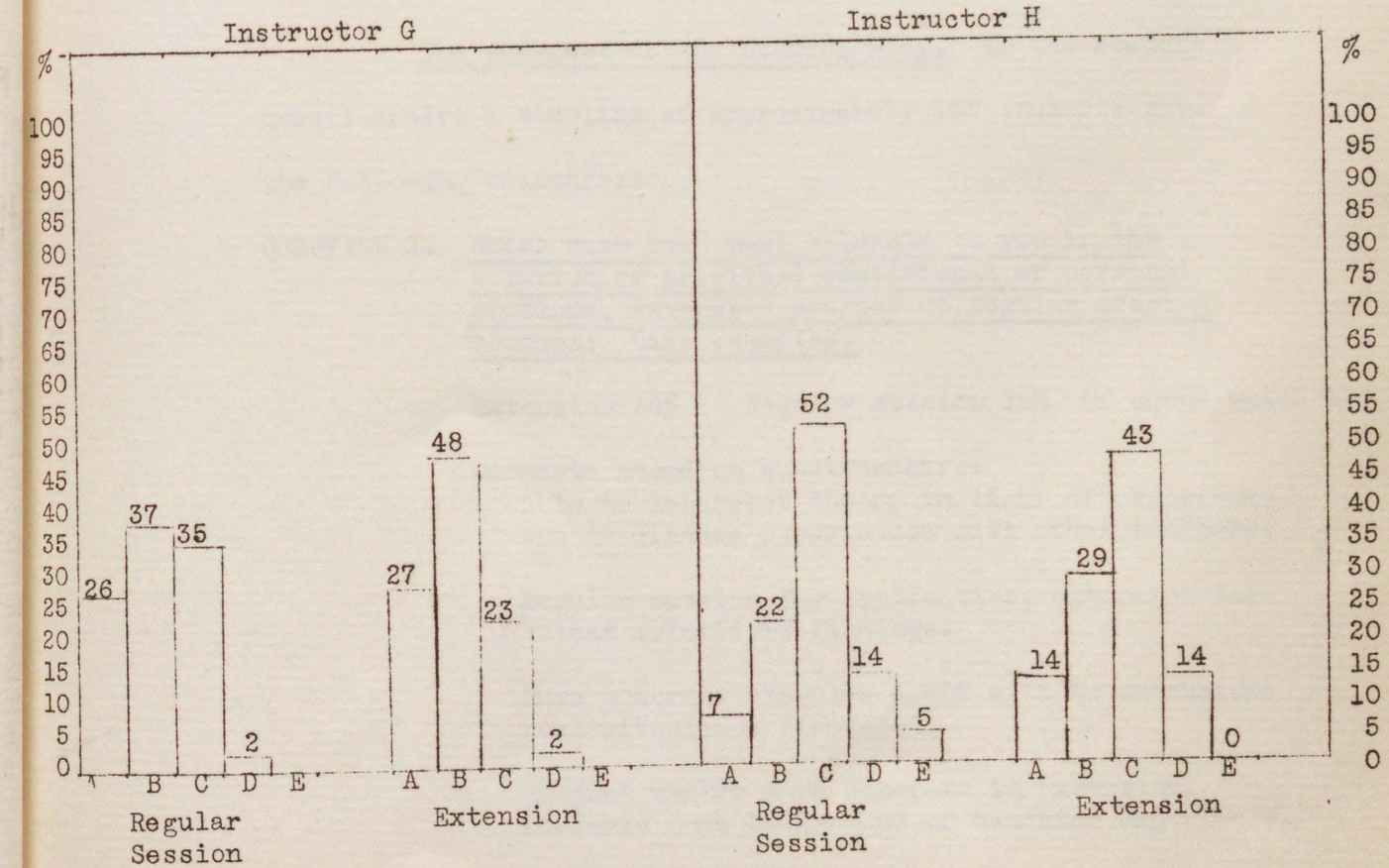
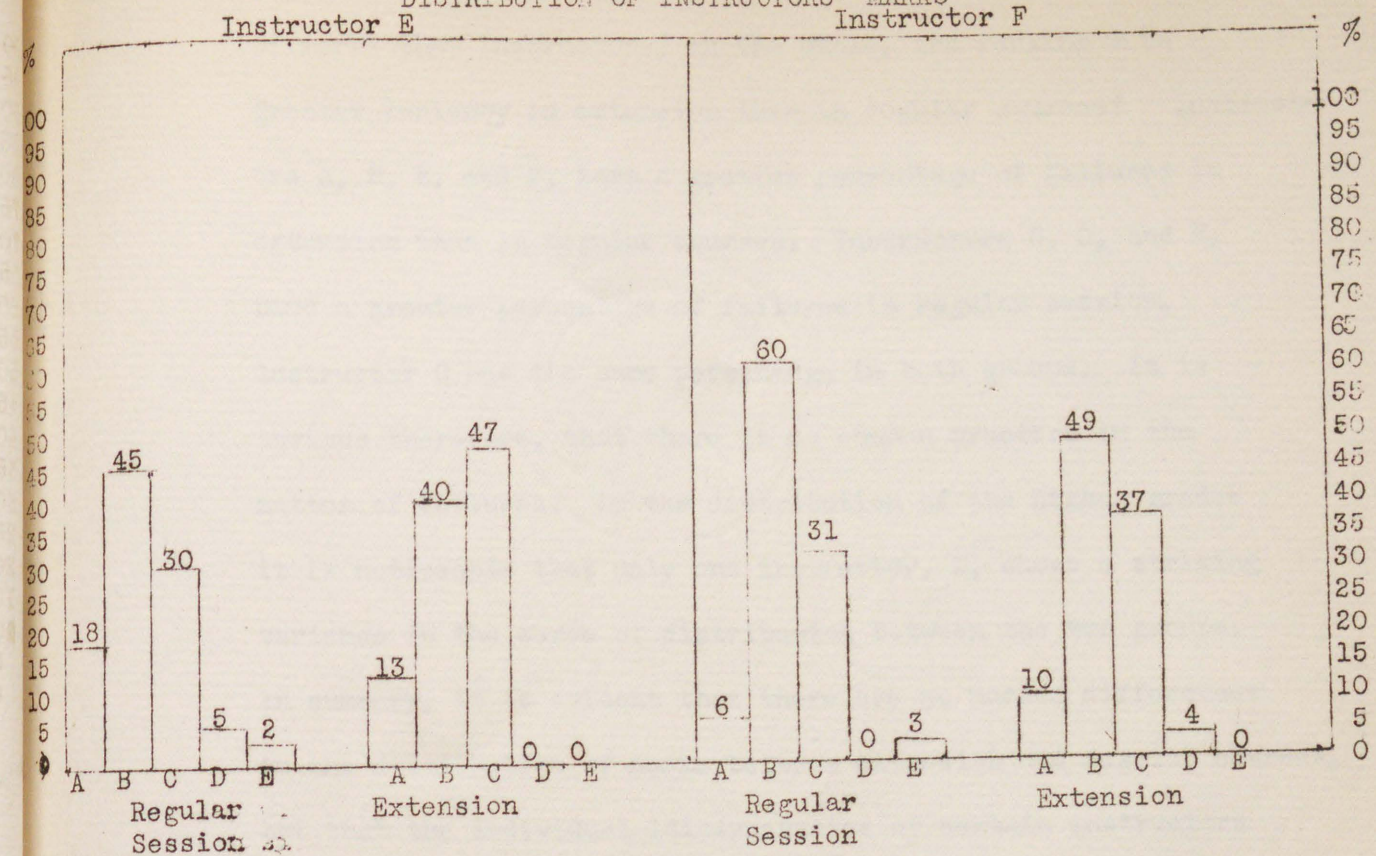


FIGURE 1, continued
DISTRIBUTION OF INSTRUCTORS' MARKS



of marks that instructors, on the whole, are ranking with greater leniency in extension than in regular courses? Instructors A, B, E, and F, have a greater percentage of failures in extension than in regular courses. Instructors C, D, and H, have a greater percentage of failures in regular session. Instructor G has the same percentage in both groups. It is obvious therefore, that there is no common practice in the matter of failures. In the distribution of the higher grades it is noticeable that only one instructor, D, shows a striking variance in the curve of distribution between the two groups. In summary, it is evident that there are no marked differences in the distribution of marks between extension and regular courses, but that the individual idiosyncracies of certain instructors should be made the subject of careful consideration.

The Judgment of the Student Body. In the student questionnaire a sampling of approximately 125 students gave the following responses:

QUESTION 1. Which have been most valuable to you in the solution of practical educational or personal problems, extension courses or regular session courses? Give examples.

Extension 74% Regular session 14% Of equal value 12%

Comments noted on questionnaire:

Able to interpret theory in light of experience and to discuss experiences with other teachers.

Regular session for application; extension for latest scientific findings.

More concrete examples dealt with in extension; real situations discussed.

Subject matter more concrete in extension. Students have background of teaching experience.

Regular session more given to detail, better for practice teaching.

There is free choice of subjects in extension and greater group experience.

Extension tends to professionalize teaching.

Extension helps in advancement.

QUESTION 2. What differences have you noticed in the materials of the course?

Extension more practical, direct application, 33,
No difference, 17,

Extension more difficult, 4,
Class discussion more valuable in extension, 2,
Greater continuity in regular session, 1,

Comments noted on questionnaire:

In Extension: More summaries given by instructor,
shorter reading assignments.

More mature discussion, broader attitude of instructor.

Later material and text-books.

Less emphasis on non-essentials.

Term papers required in extension, more reference reading to be done.

More advanced form.

More lecture work by instructors.

Too much to be accomplished in short time.

More outside reading required.

More freedom, better choice of courses.

More cultural.

QUESTION 3. What differences have you noted in assignments? (number, difficulty, practical application)

Longer, or too long, 32,
More difficult, 22,
The same in number and length, 22,
More practical application, 21,
Fewer, 7,
More outside work required, 4,
Easier, 3,
Materials less available, 2,
Too much theory, 1,
Shorter, 1,
More testing done on assignment, 1,

QUESTION 4. How does the amount of time and effort which you as a student give to an extension course compare with the time and effort given to a regular session course of similar length?

Give more time, (to extension) 41,
 Give less time, " 10,
 Give more effort, " 14,
 Give less effort, " 3,
 Same time and effort given as to regular session courses, 31,

Comments noted on questionnaire

Less book time, more thinking time spent.
 More time spent, less credit given.

Reasons given for spending more time and effort:
 interest, special purpose in mind, out of habit of studying, more time spent in procuring materials.

Reasons given for spending less time and effort:
 graduation not held over head, time demand of outside interests, class meets less frequently than in regular session.

QUESTION 5. Is it easier to get a high mark in extension than in regular courses?

No, 63,
 Yes, 8,
 Same, 7,

Comments noted on questionnaire:

Easier if instructor knows you are a supervisor, prejudiced.
 Less personal influence on part of instructor.
 Easier because of different attitude of instructors than in regular session.
 Less subjects taken, therefore easier to get better grades.
 Easier because of better background.
 No, because lack of time for preparation.
 Easier because of more mature knowledge of subject matter.

The judgment of the faculty. The extension faculty were asked to evaluate the courses which they were giving in Extension as compared with those which they were giving in the regular session with particular regard to calibre of student body, attitude of students, amount of work covered, methods used, lengths of assignments, amount of preparation by students, and examinations.

The faculty believe, while objective evidence is not available, that the extension student is superior to the campus student. This superiority is based upon greater age,

wider range of background, and the fact that contact with an actual job makes course material more meaningful. Several instructors comment on the lack of uniformity among extension students, due to the absence of specific admission requirements. The following comments are slightly at variance with the general conclusions:

"I should say that the calibre of the student in extension work may be a little better than that of the regular student body, but I think this is due to the fact that they are older and are actually in service."

"There is a somewhat more variable and diversified group in extension courses. I get vocational and health education and other special groups mixed in with the elementary teachers. Sometimes I have had high school teachers. Students in extension are not so apt to get sequences. We sometimes find students taking courses for which they have not had as good a background as they might have secured in regular session."

"My students have had so much to do in their respective teaching positions that I feel that the majority do not give me their best work. It seems incredible that they read so little and have so little theory in connection with their subject."

"I usually get two or three students: the rest are no more than freshmen, some being slower in learning than the average freshman."

The faculty are in general agreement that the attitude of the extension student body is, with some exceptions, commendable. The extension student is usually a teacher in active service, is paying for the course which she is taking and is anxious to secure materials which may be practically applied. The following comments illustrate the attitude of the faculty:

"Some are credit workers; some have the 'get by' attitude, others dropped out when they found it was not a 'snap' course."

"Students are apparently very eager to learn and very much interested in teaching methods and devices. Due to their teaching experience students want help in their daily classroom work!"

"Many of the extension students have a better attitude in that they are here to get what they can out of the course. Having put their money into it, they want to get value received. A few, however, are credit hunters, and are working for grades alone, doing only enough work to 'get by'. In this group we find certain teachers who have to meet requirements for certification and others who wish to accumulate enough credits for an additional increment in salary."

"Their position comes first, and nothing must interfere with it."

"They want to be entertained and instructed, but are not anxious to study, or else they have forgotten how."

"Fundamentally the students are much the same, whether they be old or young. Good teaching is recognized by both groups; bad teaching, likewise. Fairness and impartiality is expected by both groups; unfairness resented."

The faculty is in almost universal agreement that extension students cover the same amount or more work than the campus student. Only two of the fifteen faculty members indicate that a smaller amount of work is covered. As might be expected from the greater age of the extension student there is a definite increase in the use of the lecture method. Otherwise, methods used are approximately the same as in regular session. Several instructors indicate that the amount of preparation by students is inferior to that in the regular session. The chief causes of this condition are indicated as absorption in other activities, poor study habits, and difficulty in securing references for collateral reading. Assignments are approximately the same, although there is a tendency, due to the greater intervals between class meetings, to make longer assignments. Text assignments are sometimes increased,

reference reading decreased. Examinations, in practically all cases, are fully as comprehensive as are those in the regular session. It is suggested that a comparative study might fittingly be made between extension classes and regular classes in the same subject to determine objectively any differences which may exist in response to examinations.

In summary it is evident that extension courses are taught on much the same basis as are regular session courses. The student body presents a wider range of experience, is older, and, while occasionally afflicted by 'credititis'* is, on the whole, earnest and hard working. Such differences as exist between regular session and extension courses are largely explainable by the differences in the clientele. It is probable that greater attention should be paid to elimination of 'credit hunters' to the provision of collateral reading materials, and to the entire process of making the extension course actually equivalent to the campus course. There is a distinct danger that the theoretical aspects of a given subject may be minimized to secure popular appeal and application. While the empiric use of material taught is of first importance, yet it is obviously unwise to lose sight of the basic theory which underlies sound practice.

* See Appendix C

COMPARISON WITH OTHER INSTITUTIONS

In order to determine the practices of other institutions regarding extension work, a detailed questionnaire was sent to approximately twenty-five teachers colleges, colleges, and universities. Fifteen responses were received, of which twelve are included in this study.

Table 1 indicates the organization of the extension department in the various institutions. It will be noted that, in four of the twelve institutions, the Director of Extension is a full time officer. With the exception of the Santa Barbara State Teachers College, the Director of Extension at Buffalo teaches the largest number of class hours of any of these administrators. In seven of the twelve institutions there are from one to four stenographers and assistants. In all cases with a registration comparable with Buffalo, there is at least one full time assistant. It is therefore evident that the present provision for a part time stenographer in the Buffalo Extension Department should be expanded to include at least one full time stenographer. It is also suggested that the class load of the Director of Extension may be fittingly reduced.

Table 11 indicates the types of service rendered by the various extension departments and the groups of teachers and others who are reached by the respective programs. It will be noted that several institutions conduct programs of parental education, radio education, the organization and conduct of conferences, educational advisory service, placement service, speakers bureaus, alumni service, and the issuance of publications. The groups served include elementary, junior and senior high

TABLE 1
ADMINISTRATIVE ORGANIZATION

Name of Institution	Is Director of Extension Full Time Officer	Number of Class hours he Teaches	Stenographic and other Administrative assistance.
University of Rochester	No	5	3 stenographers 1 Ass't Director
University of Akron	Director of Evening Session	-----	-----
Trenton State Teachers College	Principal acts in this capacity	-----	-----
University of Cincinnati	No	10, 1/3 of professional load is assigned to Exten.	Part-time sec'y & Student Ass't.
Boston Teachers College	Yes	-----	Secretary and part-time Assistant.
Michigan State Normal College	Yes	-----	3 full time stenographers, 1 part-time, Ass't Director.
State Teachers College, Milwaukee	No	10	Full Time Secretary
State Teachers College, Santa Barbara,	No	Full Time	Intermittent for mailing purposes
State Teachers College, Newark	-----	-----	-----
State Teachers College, Montclair	-----	-----	-----
New York University	No	1/2 load 6	1 Secretary
Hampton Institute	Yes	-----	Secretary Stenographer
Buffalo State Teachers College	No	13	Part-time stenographer

school teachers; teachers of special subjects, such as art, music, physical education; commercial teachers; teachers of subnormals; playground leaders; and teachers of immigrant education. Of these groups, the Buffalo State Teachers College is providing for elementary and junior high school teaching, administration, art, and immigrant education, and, in addition, is providing courses for attendance officers and vocational industrial teachers. Programs dealing with parental education and playground leadership are at present under consideration.

Table 111 indicates total enrollment, number of intra-mural and extra-mural credit and non-credit courses offered, and the number of extra-mural centers. It will be noted that, with the exception of New York University, the University of Akron, the University of Rochester, and possibly the Michigan State Normal College, Buffalo has the largest registration on the list and is offering the largest number of courses. It is apparent that the non-credit field has been explored to a slight degree only. The University of Akron is the only institution listed which seems to have developed a large non-credit program. In connection with non-credit offerings we quote from a report by Earl Huffer, Director of the Department of Public Service of Sam Houston Teachers College, Huntsville, Texas:

"A questionnaire was sent to 103 Teachers Colleges of senior rank. Replies were received from 88. Information given by the 88 colleges answering the questionnaire indicates that the Teachers Colleges are doing very little non-credit work. Twenty-six of the colleges are giving non-credit courses in residence, six giving non-credit extension courses, only two giving non-credit correspondence courses.

There seems to be a willingness on the part of the Teachers Colleges to give non-credit extension work, but the demand from the public has not been

SERVICES RENDERED BY EXTENSION DEPARTMENTS

Name of Institution	Services undertaken by Extension Departments	Groups of teachers or others served.
University of Rochester	Intra & Extra-mural, non-credit courses, placement service, organization & conduct of conferences, radio & parental education	Elementary, junior-senior high school, nursery school, art, music, immigrant teachers, administration
University of Akron	Intra & Extra-mural, non-credit courses, Speakers Bureau, placement service, Org. & conduct of conferences, educational advisory service, publications other than catalog, parental ed.	-----
Trenton State Teachers College	Intra-mural and extra-mural courses	Elementary, senior high school nursery school, music teachers
University of Cincinnati	Intra-mural and extra-mural courses	Elementary, junior-senior high school, music physical ed. subnormals, administration,
Boston Teachers College	-----	Elementary, junior, senior-high school, immigrant, art, music, commercial, sub-normals, playground, physical ed., admin.
Michigan State Normal School	Intra and extra-mural courses, high school, visiting, Speakers Bureau, education advisory service, alumni conferences, parent teachers ass'n	Elementary, junior-senior high school, immigrant, art, music, commercial, subnormals, playground, physical ed., administration
State Teachers College Milwaukee	Intra & Extra-mural courses	Elementary teachers
State Teachers College, Santa Barbara	Extra-mural courses	Elementary, junior-senior high school, industrial arts, librarians.
State Teachers College, Newark	Intra & Extra-mural courses	Elementary, junior high school, industrial arts, librarians
State Teachers College, Montclair	Intra- & Extra-mural courses, placement service, organization and conduct of conferences	Junior-senior high school, personnel directors in industrial establishments, courses in mental hygiene
New York University	Extra-mural courses, Speakers Bureau, organization & conduct of conferences	Elementary, junior-senior high school, art, music, physical ed., administration
Hampton Institute	Extra-mural courses, Speakers Bureau, education advisory service, alumni conferences	Elementary, senior high school Physical education,
State Teachers College, Buffalo	Intra & Extra-mural courses, organization and conduct of conferences	Elementary, junior high school, administration, attendance officer, physical ed., art, vocational-industrial.

urgent. Western State, Colorado, offers non-credit courses in residence, by correspondence, and by class extension, but says of the extension courses, 'Such courses are open, but do not have many requests.' In only one or two colleges is a wide range of subjects found, most of the institutions confining the non-credit courses to Penmanship, and Physical Education. One college gives a course in Art by extension, and in one state Penmanship, Physical Training, and Speech are required for a certificate but no college credit is given for the work.

The expense for carrying on non-credit courses is met usually by a fee paid by students, but in one instance the state appropriates, and in another the city appropriates for the work. The amount is on the same basis as for credit work, except in colleges where the non-credit work is done for the benefit of women's clubs or societies. In the latter cases, a nominal fee is charged for materials and lectures by instructors.

Although the non-credit work seems not to have gained a place in Teachers Colleges and with their students, directors of extension and teachers think that in such courses there are values for students and institutions. It aids students in earning certificates where the law demands non-credit courses; it brings information and cultural values to those who do not expect to get a certificate or degree. To the college, non-credit work may be additional means for service to the territory it is expected to serve, and thereby makes contacts which bring support and students to the institution."

Table IV deals with the selection and preparation of instructors. It will be noted that in practically all cases the Director of Extension selects instructors with the approval of the Heads of Departments immediately concerned. Approximately one-half of the institutions secure instructors from outside sources, the proportion ranging from 10 to 75 percent. The majority of the institutions have at least two-thirds of their instructors with the rank of M. A. or better. The ordinary teaching limitation is one or two courses a semester. Only one institution reports that it has no limitation. In no case

TABLE 111

REGISTRATION AND NUMBER OF COURSES OFFERED

Name of Institution	Number of Intra-mural courses offered this sem.	Number of extra-mural courses offered this sem.	Registration Intra-mural courses	Registration Extra-mural courses
University of Rochester	76	11	1169	13
University of Akron	92	-----	1000	100
Trenton State Teachers College	6	4	237	217
University of Cincinnati	1	29	20	850
Boston Teachers College	-----	-----	-----	-----
Michigan State Normal	10	16	149	840
State Teachers College, Milwaukee	9	4	115	71
State Teachers College, Santa Barbara	-----	4	-----	120
State Teachers College, Newark	4-2	13	150-190	650
State Teachers College, Montclair	8	10	309	471
New York University	-----	74	-----	-----
Hampton Institute	6	5	-----	224
State Teachers College, Buffalo	18	9	354	257

is an instructor permitted to teach more than two courses during a given semester.

Table V indicates the source of funds and the charge per semester hour. It will be noted that five of the institutions are almost entirely supported by State funds. In all except, three, however, fees are charged, ranging from \$5.00 to \$10.00 a credit hour for intra-mural courses, and \$3.75 to \$10.00 for extra-mural courses.

Table VI deals with the salaries of instructors. In three cases no salary is reported either for intral-mural or extra-mural courses. In the remaining institutions instructors range from \$75.00 to \$200.00 a course, with a mode of \$200.00. Full professors range from \$75.00 to \$300.00 a course, with a mode of \$300.00. In only two institutions is there a differential between intra-mural courses and extra-mural courses except that expenses are paid in the latter. Buffalo differentiates from the practice of those institutions which pay a higher rate in accordance with instructional rank, is slightly below the mode for intra-mural courses, and equals the mode in extra-mural courses.

In summary it is evident that Buffalo practices are approximately the same as those of the other institutions listed, but that attention should be given to the establishment of full time stenographic assistance, to supervision of courses, to the question of establishing a differential between professorial and instructoral salaries, and to the possible development of non-credit courses.

TABLE IV

THE SELECTION, PREPARATION, AND SUPERVISION OF INSTRUCTORS

Name of Institution	Who selects	By whom Instructors also ap- proved	Percent- age from outside sources	What per- cent rank M.A. or better	Is attempt made to super- vise instruct- ion.
University of Rochester	Director of Exten.	Administration Committee	34	66	-----
University of Akron	Deans & President	Heads of Departments	10	-----	Heads check
State Teachers College, Trenton	Principal	-----	-----	60	Very little
University of Cincinnati	-----	Dean	-----	100	Director keeps in immediate touch
Boston Teachers College	Director of Extension	Board of Superintendents	-----	-----	Director makes visits
Michigan State Normal	Director of Extension	Heads of Departments	-----	90	No, all instructors offer same courses on campus
State Teachers College, Milwaukee	Director of Extension	-----	0	100	No
State Teachers College, Santa Barbara	Director of Extension	Heads of Departments	75	20	Yes
State Teachers College, Newark	Principal	-----	-----	nearly all	Principal & Director of Ext. visit courses
State Teachers College, Montclair	Principal	-----	-----	100	No
New York University	Heads of Department	Director of Institute of Education	21	100	Not by university officers, local school Sup'ts. expected to.
Hampton Institute	Director of Extension	-----	20	60	Check made on outline to see that courses parallel courses elsewhere
State Teachers College, Buffalo	Director of Extension	Student program comm. Heads of Departments	10	100	No, except occasional check by Director or Heads

TABLE V

SOURCES OF FUNDS

Name of Institution	% of funds from city or state	% of funds from fees	Intra-mural charges per semester hr.	Extra-mural charges per semester hr.	Limit of number of courses instructor may give
University of Rochester	none	all	\$9.00	\$9.00	1 3 hr. course a year
University of Akron	none	all	6.00	spec. prices	1 course
State Teachers College, Trenton	100	none	none	none	1 course a semester
University of Cincinnati	none	all	(under 6.00 grads. 8.50 grads.)	6.50 u. grads. 8.50 grads.	1 beyond regular teaching load.
Boston Teachers College	all	none	5.00 registration fee	none	no limit
Michigan State Normal	Salaries only	all	5.00	5.00	2 each semester
State Teachers College, Milwaukee	all	none	10.00	5.00	1
State Teachers College, Santa Barbara	none	all	6.00 ind. arts & professional	15.00 for 2 units	2
State Teachers College, Newark	all	none	none	none	2
State Teachers College, Montclair	----	----	none	none	2
New York University	none	all	\$10.00	10.00	1 or 2 is general practice
Hampton Institute	none	6-8%	-----	3.75	2 each yr.
State Teachers College, Buffalo	15	85	2.50	5.00	2 each semester
University of Buffalo	none	all	10.00	7.50	-----

TABLE VI

SALARIES OF INSTRUCTORS

Name of Institution	Salary of Instructor, 2 hr. intra-mural course	Salary full professor, 2 hr. intra-mural course	Salary, Instructor, 2 hr. extra-mural course	Salary, full professor, 2 hr. extra-mural course
University of Rochester	\$150.00	\$150.00	\$150.00	\$150.00
University of Akron	110.00	125.00	150.00	150.00
State Teachers College, Trenton	200.00	300.00	200.00	300.00
University of Cincinnati	200.00	300.00	200.00	300.00
Boston State Teachers College	-----	-----	-----	-----
Michigan State Normal	120.00	120.00	120.00	120.00
State Teachers College, Milwaukee	95.00	95.00	135.00	135.00
State Teachers College, Santa Barbara	-----	-----	-----	-----
State Teachers College, Newark	-----	200.00	-----	200.00
State Teachers College Montclair	200.00	300.00	200.00	300.00
New York University	-----	-----	1/6 of annual salary	-----
Hampton Institute	-----	-----	85.00	-----
University of Buffalo	150.00	250.00	-----	300.00
State Teachers College, Buffalo	175.00	175.00	300.00	300.00

 FUTURE DEVELOPMENTS OF THE EXTENSION PROGRAM

The future of the State Teachers College Extension program is manifestly concerned with three major problems, the development of intra-mural courses, changing tendencies in the extra-mural program, and the non-curricular and liason activities of the Department.

Intra-mural courses must, necessarily, be limited in scope in such measure as the regular curriculum of the college is limited. Since intra-mural courses are largely media through which students may partially satisfy degree requirements, only such courses may be offered as fulfill college requirements. The future administrative program of the Department must be primarily concerned, not in a great enlargement in the number and character of intra-mural courses, but in the improvement both of course materials and of the quality of instruction.

There is, however, a large and relatively unexplored territory in the field of non-credit courses. The teacher, in common with other adult students, is fast recognizing that the chief rewards achieved by attendance upon any given "course" are intrinsic rather than extrinsic, that degrees and credit are entirely symbolic in nature, and that information, skills, and sound culture are of value in themselves apart from any esoteric significance which may be given to them. She, together with certain special groups properly served by a State Teachers College, demand the organization of instructional materials to meet specific needs either practical or cultural in nature, with academic credit as an entirely secondary consideration. Such courses as have been already offered have met enthusiastic

success. Future development of the Department may well include expansion in this field, particularly in connection with parental education, and an elaboration of present programs for the attendance officer, physical education, and adult education groups. Individual college departments may also fittingly develop programs and study groups which are natural outgrowths of specific subject matter interest. The chief danger in this field is overexpansion and the diminution of energy of an already heavily loaded college faculty. Hence, expansion should be deliberate and cautious, and new developments should be scrutinized carefully in the light of relative values.

The extra-mural program has enlarged to the point where further growth is unwise. Travelling time and other requirements upon the faculty make it almost advisable to further consolidate extension centers rather than to seek further expansion. Since the clientele served in the various centers is largely static, it becomes increasingly difficult to arrange basal courses which will meet the needs of a large enough number of students to justify the course. As students complete the requirements for their undergraduate degrees, they become candidates for higher degrees and seek work in institutions which offer them. Hence, it is probable, with few exceptions, that, unless the State Teachers College is authorized to grant graduate degrees, the need for an extra-mural program will have vanished within three or four years. The program is presumably at its highest point at the present time. It is probably both wise and expedient to effect a gradual transfer of the extra-mural function to the University of Buffalo and other institutions granting higher degrees.

The non-curricular and liason activities of the Extension Department offer the greatest future possibilities for service both to the State Teachers College and to the community. The cooperative programs already established with the Museum of Natural Sciences, the Buffalo Educational Council, and other agencies have already resulted in a number of concrete accomplishments and may well be developed both intensively and extensively. The field of radio education has been only tentatively explored and offers virgin territory for future experimentation. The experience of the Ohio School of the Air and similar attempts in the field are being studied to determine their application to the Buffalo area. The present radio programs of the Buffalo Educational Council, given with the whole-hearted support of Station WBEN and the Buffalo Evening News, may be easily expanded.

Plans have already been formulated to coordinate more closely the course offerings of the Buffalo Museum of Natural Sciences and the State Teachers College. Exchange of instructors and credits are being placed upon a mutually acceptable basis. In the future it is probably desirable that somewhat similar cooperative programs may be arranged with the Albright Art Gallery and the Buffalo Historical Museum in order that their instructional and material resources may be made more readily available for the use of the State Teachers College, and, in turn, that the instructional facilities of the College may serve to strengthen the adult education programs of the other institutions.

The Extension Department is now in the process of organizing a community conference on adult education.* Present plans call for the enlistment of the Associated School Boards

*See Appendix A.

of Erie County, the Erie County Parent Teachers Association, the Buffalo Council for Mental Hygiene, the Buffalo Council of Social Agencies and other organizations as sponsors of portions of the program. It is obvious that such sponsorship will bring to the college the cooperative interest and goodwill of a variety of community organizations. While this is the first conference organized under the aegis of the Department, it is evident that this type of activity offers large returns to the college and presents another field capable of real development.

As has been noted in a previous section, extension departments elsewhere have frequently concerned themselves with the provision of consultant and survey service. Extension instructors are required to acquaint themselves with the problems of the specific school systems which they serve, and are encouraged to offer themselves as advisors wherever they may be of service. This program demands that the instructor be a real authority in his field, and that he possess a sound practical background. Thus the instructor has functions which go far beyond the giving of a "course", if he is able to assume them. It should be the responsibility of the Extension Department to develop such relationships with its service area that the Teachers College may be looked upon as a source for assistance in the solution of educational problems, and to secure or train a faculty competent to handle such problems as may arise. Dr. Ned H. Dearborn, Director of the Institute of Education, New York University, summarizes this type of work together with certain other types above mentioned in the following statement:

"The Institute of Education is now prepared to render assistance in education through such means as follows:

1. Courses for teachers, principals, supervisors, superintendents, and special workers in schools and colleges. These courses may be organized in convenient centers under satisfactory conditions and should contribute to a systematic plan of "in-service" education.

2. Educational research work in the field-studies directed by regular staff members of the School of Education with primary emphasis on the results obtained in the improvement of learning and teaching processes for the school systems in which the research is conducted.

3. School surveys-comprehensive analyses of conditions affecting the progress of a school system and recommendations related to financial, administrative, supervisory, and instructional needs of the school systems under consideration.

4. Special investigations-studies related to particular phases of school work. These are limited in scope and purpose and include matters not defined as "learning-teaching" research as mentioned under #2. These studies are conducted to help solve special local problems.

5. Advisory relationship in which service, members or committees of the faculty of the School of Education may be secured in special problems concerned with policy, program, organization,, administration, or supervision of school work. These include problems of finance, buildings, personnel, publicity, etc. This service does not imply the amount of detailed investigation involved in #4.

6. Conference and lecture work for laymen-presenting to laymen the purposes, plans, and programs of education through school board associations, womens' clubs, fraternal groups, etc.

7. Teachers conference or institute work-assisting in planning programs in providing speakers who will be educationally helpful."

The Extension Department wishes to develop a program characterized by its soundness as well as by its scope. Therefore it is necessary to take one step at a time, consolidating the ground gained before further advancement is made. Future

possibilities present opportunities which must not be minimized through a hasty over-expansion or through too rapid development. Hence, the Department expects to take up, one by one, some of the projects above indicated and to carry them out cautiously and conservatively.

* * * * *
RECOMMENDATIONS
* * * * *

In concluding this report it seems advisable to recapitulate the recommendations which have been scattered through the foregoing chapters. These recommendations are to be taken as suggestions for direct action either by the Director of Extension, the extension faculty, the State Teachers College, or by the State Department in the formulation of regulations for financial supervision.

It is recommended:

1. That the intra-mural fee be established at \$5.00 a semester hour, the extra-mural fee at \$7.50.
2. That the present part-time office assistant to the Director be regularly appointed as a full-time assistant.
3. That a special appropriation be made for the purchase of library references for extension students.
4. That the class hour teaching load of the Director be somewhat reduced.
5. That the present practise of admitting students in regular residence at the State Teachers College to extension classes without payment of fee be continued.
6. That particular attention be given to the consolidation rather than the expansion of intra-mural courses, with a certain amount of experimentation in the non-credit field.
7. That steps be taken looking towards the gradual reduction of extra-mural courses and their transfer to the University of Buffalo and other institutions.
8. That steps be taken to gradually decrease courses given by instructors in supervisory relation to their students, and to establish these courses on a regular fee-paying basis.
9. That the distribution of package libraries to extra-mural centers be continued and expanded.

10. That particular attention be given to the supervision of instruction, to the working out of a plan of student guidance, to the quality of teaching and to the marking standards of individual instructors.

11. That especial attention be paid to the liason activities, the organization and conduct of conferences and the development of the Extension Department as a center for educational consultative and advisory service.

STATE UNIVERSITY
BUREAU

10. The purpose of this study is to determine the effect of the various factors mentioned above on the growth of the plant. The results of the study will be presented in the following chapters.

11. The first chapter is devoted to a general description of the plant and its growth habits. The second chapter is devoted to a description of the various factors mentioned above and their effect on the growth of the plant. The third chapter is devoted to a description of the various factors mentioned above and their effect on the growth of the plant. The fourth chapter is devoted to a description of the various factors mentioned above and their effect on the growth of the plant. The fifth chapter is devoted to a description of the various factors mentioned above and their effect on the growth of the plant.

APPENDICES

TENTATIVE PROGRAM OF THE ADULT EDUCATION CONFERENCE

Held under the joint auspices of
THE BUFFALO EDUCATIONAL COUNCIL
THE NEW YORK STATE BUREAU OF ADULT EDUCATION
and
BUFFALO STATE TEACHERS COLLEGE

Buffalo State Teachers College
Tuesday and Wednesday, October 13 and 14, 1931

FOREWORD

The Buffalo Adult Education Conference is held as one of a series of conferences culminating in the dedication of the splendid new buildings of the Buffalo State Teachers College. It is preceded by the Annual Conference of the State Normal School and Teachers College Faculties and partially overlaps a brief Conference on the Four Year Teachers College Curriculum. The Erie County Association of School Boards, the Buffalo Parent Teachers Association, the Niagara Frontier Research Council, the Buffalo Council of Social Agencies, the City Planning Association, the Cosmopolitan Club, and other organizations have been invited to sponsor section programs. The Conference is essentially an effort to bring together the community resources of Buffalo and Western New York in a joint program for the promotion of adult education in the western section of the state. The audience will presumably be composed of members of the various organizations in the vicinity which are interested in adult education, teachers, college students, and the general public.

The following have been or are to be invited as speakers on general or section programs:

William John Cooper, U. S. Commissioner of Education
Newton D. Baker, past president of the American Association for Adult Education
Frank P. Graves, New York State Commissioner of Education
Livingston Farrand, President of Cornell University
James A. Moyer, President National Association for the Enrichment of Adult Life
John D. Willard, Professor of Adult Education, Teachers College, Columbia University
Morse A. Cartwright, Executive Secretary, American Association for Adult Education
Harlan P. Horner, New York Assistant Commissioner of Education
Alonzo Grace, Assistant Director of Extension, University of Rochester
Flora Thurston, Executive Secretary, National Council for Parent Education.

It is hoped that demonstrations of adult creative activities, as manifest in the Guido Chorus, the Buffalo School of the Theatre, and similar organizations may be included in the program.

The executive personnel of the various conferences is as follows:

General Chairman of the Dedication Conferences,
--President Harry W. Rockwell
Chairman of the Normal School and Teachers College Conference,
--Benjamin W. Matteson
Chairman of the Conference on the Four Year Teachers College,
--President Harry W. Rockwell
Chairman of the Adult Education Conference,
--Stephen C. Clement

P R O G R A M

Tuesday P. M. 2:00 - 3:00

GENERAL SESSION

TOPIC: The Community and Adult Education

Tuesday P. M. 3:00 - 5:00

MENTAL HYGIENE AND ADULT EDUCATION
Chairman

RECREATION AND ADULT EDUCATION
Chairman, Mrs. Molvin S. Porter

MUSEUMS AND ADULT EDUCATION
Chairman, Chauncey Hamlin

COMMUNITY RESEARCH
Chairman, R. F. Elmes

COLLEGE AND UNIVERSITY EXTENSION
Chairman, Dean Clarence S. Marsh

Tuesday P. M. 8:30 - 10:00

GENERAL SESSION

DEDICATION EXERCISES

Chairman, Edward H. Butler

Speakers, Dr. H. W. Rockwell, President Charles Mc Kenny,
Commissioner Frank P. Graves, Mayor Charles E. Roesch

Wednesday A. M. 10:30 - 12:00

GENERAL SESSION

Wednesday, A. M. 10:30 - 12:00

PARENTAL EDUCATION
Chairman

ADULT EDUCATION COUNCILS
Chairman, Chancellor Samuel P. Capen
Speaker, John D. Willard

NIGHT SCHOOL ADMINISTRATION
Chairman, George A. Smith

FOREIGN LANGUAGE GROUPS AND ADULT EDUCATION
Chairman, Dr. Augustus Shearer

CONFERENCE OF SCHOOL BOARD MEMBERS

General Chairman, George R. Stevens

Section Meetings: 1. Personnel problems, H. S. Steele, C. A. Pugsley

Wednesday P. M. 2:00 - 4:00 .

THE ARTS AND ADULT EDUCATION
Chairman, Charles E. Bradley

LIBRARIES AND ADULT EDUCATION
Chairman, Walter L. Brown

VOCATIONAL GUIDANCE
Chairman,

LEADERSHIP TRAINING FOR BOYS AND GIRLS CLUB WORK
Chairman, George A. Neumann

SOCIAL AGENCIES AND ADULT EDUCATION
Chairman David Adie

CONFERENCE OF SCHOOL BOARD MEMBERS
General Session
Reports of Section meetings
Speakers
Question Box

THE HOME AND ADULT EDUCATION
Chairman,

Wednesday P. M. 4:00 - 6:00

NIGHT SCHOOL TRAINING
Chairman, George Smith

MUSIC AND ADULT EDUCATION
Chairman, William Breach

THE DRAMA AND ADULT EDUCATION
Chairman,

Wednesday, P. M. 8:30 - 10:00

GENERAL SESSION
Chairman, H. W. Rockwell
Speakers, Newton D. Baker, and U. S. Commissioner William J. Cooper.

Wednesday, P. M. 2:00 - 4:00

THE ARTS AND ADULT EDUCATION
Chairman, Charles E. Bradley

THE ARTS AND ADULT EDUCATION
Chairman, Walter L. Brown

VOCATIONAL GUIDANCE
Chairman,

LEADERSHIP TRAINING FOR BOYS AND GIRLS CAMP WEEK
Chairman, George A. Newman

SOCIAL AGENCIES AND ADULT EDUCATION
Chairman, David A. Hays

CONFERENCES OF PERSONS BOASTED

General Session

Speakers of Session

Speakers

General Session

THE HOME AND ADULT EDUCATION
Chairman,

Wednesday, P. M. 2:00 - 4:00

THE HOME AND ADULT EDUCATION
Chairman, George A. Newman

THE HOME AND ADULT EDUCATION
Chairman, William H. French

THE HOME AND ADULT EDUCATION
Chairman,

Wednesday, P. M. 8:30 - 10:00

GENERAL SESSION

Chairman, H. W. Packard

Speakers, Newton D. Baker, and U. S. Commissioner William J. Cooper

-80-

APPENDIX B

PROGRAM

OF

SECOND ANNUAL CONFERENCE

OF THE

EASTERN ASSOCIATION FOR EXTENSION EDUCATION

HOTEL PENNSYLVANIA

New York City

April 14th and 15th, 1931

*** FOREWORD ***

The Eastern Association for Extension Education was founded in 1929 as a medium for acquaintanceship, for interchange of policies and for mutual cooperation among its members. Membership is open to collegiate institutions interested in or carrying on programs of adult education, and to adult education institutions which coordinate their work with that of the college and university. Present membership includes State Departments of Education, universities, colleges, teachers colleges, and normal schools. The area covered has been tentatively restricted to New England, New York, Pennsylvania, New Jersey, Delaware, Maryland, Virginia, West Virginia, and District of Columbia. The organization plans to hold an annual conference and to conduct such research and investigation as seem pertinent.

OFFICERS

President.....Stephen C. Clement, State Teachers College,
Buffalo,
Vice-President.....A. Broderick Cohen, Hunter College
Secretary-Treasurer.....Francis J. Brown, New York University

EXECUTIVE COMMITTEE

The officers, and

Ned H. Dearborn.....New York University
Leo R. De Long.....Pennsylvania State College
James F. Hosic.....Teachers College, Columbia University
N. C. Miller.....University Extension Division, Rutgers Univer.
James A. Moyer.....Massachusetts Division of Univer. Extension.

Appendix B (continued)

*** P R O G R A M ***

(All meetings will be held at the Hotel Pennsylvania unless otherwise indicated)

Tuesday, April 14, 1931

9:00 - 9:30 A. M.

Registration

9:30 - 12:00 M.

Chairman, Stephen C. Clement, Director of Extension Division
Buffalo State Teachers College

WHAT THE PUBLIC EXPECTS FROM EXTENSION SERVICE.

1. The Teacher of the Future.
Dr. George M. Wiloy, Assistant Commissioner of Education,
New York State Education Department.
2. The Progressive Education Movement.
Willard Beatty, Superintendent of Schools, Bronxville, N.Y.
3. The Field of Parent Education.
Flora M. Thurston, National Council for Parent Education.
4. From an Editor's Experience.
Mrs. Clara Savage Littledale, Editor, The Parents Magazine.
5. The Field of Business Training.
Mrs. Isabella Brandow, Director of Training, Lord & Taylor Co.

Tuesday, April 14, 1931

2:00 - 4:00 P. M.

Chairman, A. Broderick Cohen, Director of Extension Division,
Hunter College.

WHAT LABOR EXPECTS FROM EXTENSION SERVICE.

Spencer Miller, Jr. Executive Secretary Workers Education
Bureau.

TECHNIQUES OF EXTENSION TEACHING.

1. Criteria for Techniques in Extension Education.
John P. Herring, Director of Research in Education,
National Council, Y. M. C. A.
2. Lecture-Study Technique.
James F. Hasic, Director of Extension Division
Teachers College, Columbia University
3. Discussion-Report Technique.
John D. Willard, Visiting Professor, Teachers College,
Research Associate of the American
Association for Adult Education.
4. Technique in Radio Education.
Alice Keith, Broadcasting Director, American School
of the Air.

Appendix B, (continued)

Tuesday, April 14, 1931

6:30 P. M.

BANQUET*

Toastmaster, T. J. Grayson, Director of Extension Department
University of Pennsylvania

1. Adult Education in the World of To-day.
Walter T. Marvin, Dean of the College of Arts and Sciences, Rutgers University
2. Supervision and Standards in Adult Education.
 - a) From point of view of State Teachers Colleges and Normal Schools
M. Ernest Townsend, Principal, Newark State Normal.
 - b) In Colleges and Universities
J. O. Keller, Engineering Extension Department, Pennsylvania State College.

Wednesday, April 15, 1931

9:30 A. M. - 12:00 M.

This meeting will be held in the Men's Faculty Club, Columbia University, in conjunction with the Interstate Conference for the Discussion of Common Problems in Teacher-Training.

REPORT OF PRACTICES IN EXTRA-MURAL EXTENSION,
FIELD COURSES, CORRESPONDENCE, and SUMMER SESSION.

Francis J. Brown, School of Education,
New York University

Wednesday, April 15, 1931

2:00 - 4:00 P. M.

Chairman, Francis J. Brown

PERSONNEL PROBLEMS IN EXTENSION EDUCATION.
C. G. Gaum, Extension Division, Rutgers University.

ROUND TABLE DISCUSSION OF INDIVIDUAL PROBLEMS.

4:00 - 4:30 P. M.

Business Meeting

Reports of Committees

Election of Officers

*Banquet reservations should be made through Mr. F. J. Brown before
10:00 A. M., April 14th, 1931.

Appendix C

An Instructor's Letter to a Student

State Teachers College
Buffalo, New York
1931

Mr.

Dear Mr.

I am in receipt of your letter of the sixth of this month, in which you express your dissatisfaction in the grade which was sent to you in the subject of psychology. I can share with you the disappointing experience which you relate in reference to this low mark. I also, admit it is discouraging; this I regret very much; but I had nothing else but the results of two examinations and one paper to judge of the work which you did. This was not sufficient evidence to evaluate a mark, but it was all that I had. I feel that effort and persistence should be rewarded in considering a mark, but how else can a teacher of so many students know accurately of such persistence other than as measured in the examinations. And again, I admit that examinations do not always measure this factor. So you see I have admitted or conceded much of your position.

In your first examination, you made a "D" plus and in the final, a "C" minus. This would entitle you, if letters were combined without reference to the group as a whole, to more than a "D" and less than a "C". But, in making a redistribution of all marks combined into a point scale, your combined mark is reduced slightly because of the comparison with the entire group of combined marks.

Now, all of this is being too serious and making too much over marks, for they are not so important as all this. If you received a benefit from the course, no one can rob you of this benefit by recording a mark in a registrar's book. Had you ever thought how obscure the dusty records of school marks will become to all those concerned as fast time moves along? Had you ever thought how that mark which is recorded in your own nervous system will have grown as this same written record passes into oblivion? Truly, if this course was of any value to you, what you were able to receive in it may be worth a straight "A" in a few years.

I trust that you will look sanely and soberly at this for the present and that you will try to forget this mark as fast as the written record is obscured from mortal minds. It will be of as much profit to you as if I had recorded a much higher mark. And again, do not unscientifically assume as you implied in your letter that the mark is a measure of your own mentality. I trust that this quick answer to your letter will help to relieve your feelings concerning a matter which you are taking entirely too seriously.

Yours very truly,