

UNIVERSITY EXTENSION.

How to Popularize the System of Higher Education.

The Subject Ably Treated by Miss Harriet M. Grover Before the Teachers' Institute.

Among the papers read at the Teachers' Institute this week was one on "College Extension," by Miss Harriet M. Grover, one of the teachers in the high school. The lady treated the subject so ably that her paper is here given in full.

University extension, said Miss Grover, as a means for popularizing higher education, may be called a method typical of the present day. The present day is a day of inquiry, a day of reform, a time when all are called upon, whether practical or not, to form an opinion on the policy of government. There are questions on every side which baffle the wisest, and to-day's problems are only forerunners of harder ones to be answered to-morrow.

And who will answer these? Every man has a voice in the affairs of the Nation, but are all equally qualified to cope with these problems of to-day, and to cast an intelligent vote? And is it not a sober fact that the classes most seriously affected by social reforms are the ones most anxious to raise their voice in the State. The democratic spirit is the spirit of the age. Higher education is not the only existing method for the betterment of the condition of the workman now that is democratic.

It is not enough now that all can read and write, and that a common school education is at everyone's door. Higher education must be made democratic. The people have demanded higher education; they have asked to share the privilege of the few. And the universities have at last considered the demand and have consented to go to the position where the people cannot come to them. Thus the university extension system is typical of the democratic force at work to-day in all phases of life. Now, university extension is not the only existing method for popularizing higher education.

The lyceum system, the lecture platform, was a pioneer in this work, and the Chautauque Scientific and Literary Circles have done an untold amount of good for the cause of education. University extension workers in England and as well as in America have acknowledged their indebtedness to the Chautauque system for the methods of their philanthropic endeavors. It has been said that university extension is a mislabeled name, and that the proper name should be educational extension. But university extension has some claim to individuality in distinct aims and a well-tried system. If it is only supplementary to the means for advanced knowledge among adults, it is at least a new force reacting upon the university itself—a new interest, and a new responsibility.

Though universities may be the home for scientific investigation, constantly giving to the world more knowledge and more wealth, yet in their intimate relations with people they fall out of sympathy with the great movements of the times, and fail to react to them.

STIMULUS OF A NEW EPICHI. They have realized this, that the sum of knowledge does not belong to them exclusively, and that in so far as they abound they must give. Although the extension work has been widely advertised in this country, it is, nevertheless, of English origin, just as other institutions, though thoroughly American, are not original. The initiatory steps in England were taken by a woman named Cambridge, and came about in this way: Twenty-five years ago Mr. Stuart was engaged by some ladies in Leeds to lecture to them on astronomy. As Mr. Stuart doubted the efficacy of a single lecture to give a lasting and comprehensive idea of the subject, he proposed that a course of six lectures should be given. These lectures lasted two months, and were given to about 60,000 pupils in Sheffield, Manchester and other places.

Knowing that the pupils had not been accustomed to take notes, the lectures were accompanied by a syllabus, outlining each lecture and easily filled in to recall the thread of the lecturer's lecture. This was distributed to the pupils, to be answered by post. These were corrected, commented upon and returned to Mr. Stuart. Again, Mr. Stuart was called upon to give a lecture to some engineering artisans on the subject of meters. He was particularly fortunate in drawing an unusually large crowd on account of a meteoric shower on the preceding evening. Other courses were given in the Leeds and Rochdale. So many were the inquiries upon Mr. Stuart, and chiefly from the workmen, that he brought the matter before the University of Cambridge. This was in 1871. The syndicate to which the letter was referred became convinced that there was a DEMAND FOR THE HIGHER EDUCATION in the great centers of population, and of the ability of the university to undertake this work, and of the propriety to adopt the system of teaching elaborated by the experiential work of the Leeds experience. Lectures were given in 1870 in political economy, mechanics and English literature. The university added an examination, accompanied by a certificate, and this work became an integral part of the university. The system is now highly developed in London, where the joint board from the Universities of Cambridge, Oxford and London has organized so that the teaching covers a whole year. To any pupil going through one year of this a sessional certificate is given, and when four such certificates are obtained, the pupil receives a certificate of continuous study, a high-water mark of university extension.

Thus recognition is given only to those who do the required work, and that this standard may be preserved, lectures are given to those who are simply listeners, and this often prepares the way for the working pupils of extension classes. Such lectures are called people's lectures. SCHOOLS VS. UNIVERSITIES. Mr. Moulton, one of the most eminent English workers in this work, has recently written that the distinction between school education and university education is that school education is administered under discipline. School education is limited, but university education is absolutely unlimited, not only unlimited in range, but it has no limit of age. It belongs to a man's whole life. He then says that university extension is in fact an attempt to solve the problem of how much of what the universities can do for their own students, can be done for persons unable to go to a university.

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Associations gave great assistance in the work. In six months twenty-three centers had been established, forty courses given and 4,000 pupils had attended. The success of the Philadelphia movement was so apparent that inquiries for information came from all parts of the country. The local organization could not supply the demand for lecturers, so the American Society for the Extension of University Teaching was established. Those who had looked on with indifference, now became interested in a movement of national scope. The financial responsibility that had been thrown on the local centers was well born and the results accomplished in one year by the Philadelphia society were equal to those accomplished by the London Society in sixteen years.

THE AMERICAN SOCIETY. Has no organic connection with any special institution or school system to give a one-sided development; thus a broad basis is made possible and a high level of efficiency. It has undertaken four things. First, to provide university success in literature that will embody a discussion of the whole subject of higher adult education, both in its technical and social relations. Second, to provide an official organ of the movement. Third, to provide means for training extension lecturers, to give them the command over special methods, necessary to the prosecution of the work, as distinguished from college and class-room work. Fourth, to carry on a concrete experiment for the benefit of those engaged in the systematic effort to solve the problems arising and to collect and formulate the results.

It is recognized, even in England, that the American society has published the most exhaustive literature on this subject. The seminary established by the American society proposes to fit men for the special work, to acquaint them with every aspect. Men of experience, who have studied the work in England and in America, give their views in the form of systematic lectures. The work is broad in scope and includes further courses on the science of education, educational administration, American and foreign schools, the relation of lower, higher and secondary schools.

NEW YORK IN THE LEAD. The State of New York, however, is the first to give its legislative sanction and support to the university extension system, providing for its official supervision, and make it an integral part of the system of education. It is a boast of the State of New York that the secondary and academic education is under the distinctive supervision of the Regents of the university. For many years the university of the State they have used a system of examinations calculated to reach a wider field in the State and to promote scholarship among those outside of the public schools.

Thus it was happily ready to undertake the further work of university extension. In 1891 the Legislature enacted the university extension law, to provide for, promote and more widely extend to adults and youths opportunities and facilities for education. The extension movement has not been confined to the Eastern colleges. The State University of California has given courses to the public, and the lectures have been largely attended. At first the experiment was confined to the bay counties, but the encouragement has warranted the extension of the work. There are

SOME PARTICULAR MISCONCEPTIONS. Concerning this movement, and especially of the work accomplished, the charge is made that it holds out the possibility of obtaining a university education by attendance at a few courses. The friends of university extension do not claim, as alleged, that attendance at a few lectures, and even supplementary reading, will directly make scholars. The fundamental idea is not scholarship, but an arousing to make people set to work to acquire education, and especially of the work accomplished. The charge is made that it holds out the possibility of obtaining a university education by attendance at a few courses. The friends of university extension do not claim, as alleged, that attendance at a few lectures, and even supplementary reading, will directly make scholars.

THE METHOD PURSUED. Commends itself as a system of education for it fulfills the conditions in a training the mind—reading, speaking and writing. Further than the course of lectures with the syllabus, in which follow: First, class exercises, in which there may be interchanges of thought between teacher and pupil. Second, series of essays. Third, collateral reading, and fourth an examination as a partial test of the results of the work.

It is apparent that the work of lecturing is not easy, and that college lectures will not answer, neither will popular lectures. But the lecture and the outline of the lecture must be specially prepared for the classes addressed. It must be developed in interest where before there was no interest. It often happens that the papers and answers of extension students compare with the work of seniors at college. This is accounted for (1) because they are adults; (2) because they are interested. Maturity of mind and keenness of interest go a long way toward making up for preliminary training and abundance of time.

But this applies to those who do assigned work conscientiously. Does it do anything for those who simply listen—the visitors? It gives them an ideal of scholarship, a realizing sense of the fact that investigations in realms of every department of thought are going on; investigations that have to do with their very well-being. It also helps to do away with the impression that there is

AN ARISTOCRACY OF LEARNING. Because mere learning is not an index of wisdom. The real demerit is in that character must be the standard of learning must be democratic. This kind of popular education is a compromise of two antagonistic forces in educational systems. On the one hand the exclusiveness of the university which nourishes scholarship, but distributes learning only to a favored few; on the other hand the shallowness of teaching which from benevolent motives lowers its standard to distribute more widely. University extension is an attempt to meet the people without revoking its own standard. Here

OTHER MISCONCEPTIONS ARISE. For many will ask: "Do the people need higher education? Or, if granted that they need it, do they want it?" It is true that the movement depends upon the favor it receives from the people. It is

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DRESS GOODS.

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Meeting Notices.

ANNUAL MEETING OF SACRAMENTO LODGE, No. 40, F. and A. M., THIS Friday, DECEMBER 1, at 7 o'clock. Visiting brethren cordially invited. By order of R. C. IRVINE, W. M. JOHN T. GREFFITS, Secretary. 14 [C]

General Notices.

BUY NOW—POTATOES THAT WILL keep, 90c sack; fine butter, 20c pound; 5 bars soap, 25c; flour, 90c sack; olives, 20c quart. SCHOONS & BROS., 210 [C]

CLAIRVOYANT—MRS. BARTHOLOMEW. Denver's well-known business and test medium, has returned and can be consulted upon all affairs of life; she reads the past and unveils the future; diagnoses disease without questions; satisfaction guaranteed; call and be convinced; comes Sundays and Wednesdays. 72 1/2 J street. 139 [C]

NOTICE IS HEREBY GIVEN THAT THE Board of Directors of the Escondido Irrigation District will receive sealed proposals for the purchase of \$250,000 of the bonds of said district, and the terms will be received at the office of said board in Escondido, California, until 10 o'clock A. M. on the 5TH DAY OF DECEMBER, 1893. A. J. WERDEN, Secretary Escondido Irrigation District. Dated October 31, 1893. 119-201

NOTICE TO THE PUBLIC—THE BEST dress formerly carried on by the late JESSE SLAUGHTER will not be discontinued, but carried on by his son, WILLIAM SLAUGHTER, who returns past favors and thanks to his old patrons and wishes a share of the public patronage. He is prepared to do all kinds of tailoring, including suits and trousers, and cleaning and repairing of hats and caps, and cleaning and repairing of shoes and boots, and cleaning and repairing of furniture. WILLIAM SLAUGHTER, 525 M street. 139 [C]

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HARRY W. RIVETT, STEAM CARPET cleaning, corner Twelfth and O streets; carpet cutting, sewing and refitting; furniture packed for shipment; second-hand carpets and furniture bought and for sale. Telephone 292. 139 [C]

Wanted. WANTED—COTTAGES TO RENT—OWNERS having vacant houses will find it to their advantage to list them with us, JAMES E. MILLS, Agent, 301 J street. 139 [C]

JAPANESE WANTS SITUATION TO DO cooking and house-work. Address AKITA, 517 Sixth street, down stairs. 139 [C]

JAPANESE WANTS A SITUATION as cook in city or country; can take care of horses. Address K. ODA, 903 D st. 139 [C]

Lost—Found. NOTICE—A REWARD WILL BE GIVEN for the arrest of the party or parties who have been stealing oranges from the trees of 1401 L street. 139 [C]

REWARD—STOLEN FROM NINE-TENTH and L streets on Saturday evening, a five-colored pointer dog; answers to the name of "Sport." Return to JOHN HENZ, 147-05. 139 [C]

To Let or Rent. \$18. TO RENT—AN ELEGANT FLAT on 11th and L streets, with large bath, four rooms, bay window, wash rack and outfit. CHAS. COOLEY, agent, 1013 Fourth street. 139 [C]

ROOMS AND BOARD REASONABLE FOR one or two ladies; references required. Apply 1318 N street. 139 [C]

TO LET—FINELY FURNISHED FRONT rooms; board if desired. 1103 J street. 139 [C]

TO LET—A LOWER FLAT OF 6 ROOMS, 1119 1st. Inquire at 1117 1/2 1st. 139 [C]

TO LET—A FLAT OF SIX ROOMS AND bathroom, on G street, between Fifth and Sixth. Apply R. P. BURK. 139 [C]

1315 K—DESIRABLE NEW UPPER flat; six rooms, papered; bath, basement; modern improvements. Apply 119 L street. 139 [C]

1512 FIFTH STREET TO LET—NEAT cottage; 6 rooms, bath, gas, electric lighting, rent, \$22. STROBEL, agent, 317 J street. 139 [C]

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TO LET—FURNISHED ROOMS. APPLY at WEATHER BUREAU OFFICE, 121 J street. 139 [C]

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D. R. CHARLES B. NICHOLS HAS changed his residence to the Golden Eagle Hotel. Telephone No. 9. au30 [C]