

The dictum of the founders of the United States that the chief business of a republic is education, has been shown to be sound by the history of our country. The thinking people of our land are agreed that the wonderful development and the sound integrity of our nation, have been due primarily to the universal enlightenment of the people due to the fostering care given to popular education. It is clear in the minds of all who have considered the subject that the general high intelligence of the people has been the protection against anarchy and improper socialism which have characterized so many of the world's experiments in free government. It has also been made clear that the successful conquest of our vast undeveloped country, so far as it has gone, is due in very large measure to the training given to the men and women whose lot it has been to pioneer new sections of our land or new branches of our industrial activity. The people of our country, themselves, are fully alive to the need and the advantages of education. The laws passed and the appropriations made for the promotion of our system of public education is a just evidence of this general feeling for educational advancement.

In the growth of popular education in the United States a new demand is being made upon the schools, and chiefly the advanced schools, which demand has come from the people themselves without any undue urging on the part of the institutions. This is the demand that the activities of educational institutions shall no longer be confined to young people of school age or to the academic halls on the campuses of the institutions. The people who have long since passed

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beyond their school days are now insisting that they, too, shall be assisted by the educational system; to be kept in touch with the progress of the age and to make up many deficiencies of their early training, and to be given from time to time such help in the business of their lives as new discoveries and new applications of old truths may bring forth. In other words, the people are demanding that the universities and colleges give out or bear truth to any part of the section which they serve and to any member of society whatever may be his age.

In response to this popular demand the extension movement in colleges and universities originated and through the last twenty-five years has grown to large proportions, although even as yet, it is really only beginning its full service. In some departments the growth has been larger than in others, due to the more immediate need and the greater activity of the leaders, for instance, in agriculture, largely through the vigorous support of the department of agriculture. The agricultural colleges, whether separate or as departments of universities, have been requested by federal and state agencies to give direct help to the farmer, irrespective of his location or of his age. In other departments similar activities are developing. The value of such extension of educational ideals is so manifest and so thoroughly does it seem to be in harmony with the democratic spirit that federal and state officials, supported by the voting body of the country, are giving it their loyal and extensive support.

Extension work conducted under state auspices is needed, therefore, to satisfy the demands of education loving people who realize that the safety of the republic and the conquest of our natural resources depend primarily upon the enlightenment which brings about

from year to year a familiarity with the main development of the modern world. The scope of the extension work is that of all truth, in so far as it may be needed or desired by the public.

Agricultural extension has won its way very largely by its appeal to the material returns which it promises, but agricultural extension is only one of the many departments in which man is interested and upon which he depends for his welfare. Home Economics, in the large sense of the training of women for their work as housewives, is of equal or possibly greater importance and the time is near at hand when upon the beginnings already formulated, a vast system of extension activity in household instruction will cover the land. Likewise the business man, the mechanic, the manufacturer, and those who follow the various professions desire to be benefitted by the help that institutions of learning may give them through the extension activities. In fact a body of truth has been developed in nearly all of man's activities which may be carried in simple language and by non-technical methods into the understandings of the men and the women of mature age who are doing the world's work on farm, in the home, in the workshop, or in the office. Just now, one of the great lessons of the great war is the value of human life, especially the necessity of teaching human health upon which rests the lengthening out of human life. Public health is a subject of direct interest to every man and woman of our republic. The country is ready to undertake extension campaigns in behalf of public health which, undoubtedly, once they are under way, will do much to make human life more satisfying to the individual, longer, and of more value to the community.

The methods by which the purposes of extension work are to be accomplished are many. Some are well worked out; some are yet in the formative stage. In many cases it is feasible to assemble a small group of individuals and by regular meetings at stated intervals to

to conduct classes comparable in some ways to the classes given on the campus. Another successful extension method is to hold meetings during one or two or three days at which lecturers and demonstrators are present to impart information. Still another method is to conduct correspondence with interested persons relative to the subjects in hand; in many cases to substitute such correspondence for the regular courses in the class room. Yet another method is to depend upon the printed word and by bulletins, circulars, posters, photographs and other similar devices, to bring certain truths home to the community. The most satisfactory method of extension work is, of course, to have a competent instructor to move among the people in a profitable way to give his information to the people directly.

The extension division of a state university is becoming indispensable. It is not an addition to the activities of the university, but an extension of them.

The reason why appropriations are asked for the support of such extension activities is simply that where institutions have been organized for campus work, the appropriations are of a size to permit the ordinary class work to continue on the campus, but not much more, and frequently the laws of the state are such as to hinder the institutions from using the regular income for extension activities. There is, however, no feature of educational activity which is of more importance than the extension work which, by enlightening all the people and keeping all the people in touch with the progress of truth, make it easier to bear the burdens of their lives.

Attached herewith are statements as to the scope of the work

undertaken at the present time by the University. More definite statements as to actual results accomplished could easily be made but perhaps it is just as well to let the work speak for itself as it is felt and enjoyed by other people.

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