

# STUDIES IN EDUCATION

VOLUME 1

JANUARY, 1930

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## BULLETIN OF THE GRADUATE DIVISION

*A Study of Administrative Practices in  
Correspondence-study Departments  
of Teachers Colleges and  
Normal Schools*

BY

RAY C. MAUL

*Director, Extension Division*



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## JUST A WORD.

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“Of making many books there is no end.” The crafts, the arts, big business, even organizations conducted without thought of profit, maintain publications through which they give to the world that which they have and are.

We indulge no delusion with reference to this little publication. We do not fancy, much less hope, that it will some day become a great journal. It should prove a stimulus to our own students and possibly to students of similar rank in other institutions of learning. It may even uncover, now and again, a bit of truth and pass it on to those who struggle toward the heights.

THOMAS W. BUTCHER, *President.*

DECEMBER 17, 1929.

## EDITOR'S INTRODUCTION.

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Knowing the facts and conditions concerning any phase of our educational procedure is the first step toward improving that procedure. Correspondence study instruction, one aspect of our educational procedure, has grown so rapidly that even the most skilled workers in the field have been unable to keep up with its many trends and developments. When consideration is given to the fact that correspondence study is little more than a quarter-century old, and that the correspondence study enrollment today in many of our colleges and universities is equal to more than half the resident enrollment in point of numbers, the need for definite information concerning this institution within an institution becomes more imperative.

In this study the author has attempted to secure the information needed as a working basis for approaching the many problems that confront correspondence study directors, and to present this information in an accurate, concise manner. It is offered to the administrators in this field of college instruction with the hope that by its aid correspondence study may serve the public even more effectively than has been possible in the past.

EDWIN J. BROWN, *Editor.*

# STUDIES IN EDUCATION

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## CHAPTER I.

### THE HISTORICAL BACKGROUND.

"When the university stepped out of its monastic seclusion in the last century and lent the weight of its authority to the concept that education was communicable outside the university walls . . . it was only a matter of time before attempts would be made to give instruction by correspondence."

Thus Noffsinger<sup>1</sup> attributes the origin of our present system of correspondence instruction to the institution which has longest withstood the demand for educational opportunities for all. That this institution, the university, unwittingly contributed to the establishment of a system of correspondence-study instruction is now a matter of record. But for the efforts of a mere handful of liberal individuals, however, this method of disseminating knowledge among the masses might have been long withheld.

Noffsinger<sup>2</sup> credits Charles Toussaint, a Frenchman teaching his native language in Berlin, and Gustav Langenscheidt, a German writer and teacher of modern languages, with being the first correspondence-study instructors on record. The method of instruction developed by these men, known as the Toussaint-Langenscheidt method, is still in use in the teaching of modern languages.

The first organized effort at correspondence instruction in the United States goes back to 1873, when an organization known as "The Society to Encourage Studies at Home" was formed. Although its efforts were haphazard its existence is significant as its brief life led to the formation of a correspondence university, an association of instructors from various colleges and universities, organized to supplement the work of other educational institutions by instructing persons who from any cause were unable to attend them. This loose organization stated that it hoped to interest—

1. Persons engaged in professional studies which can be taught by correspondence.
2. Graduates doing collegiate or advanced work.
3. Underteachers in the various schools and colleges.
4. Those preparing for college, either by themselves or at schools where instruction is not given in all branches.
5. Members of cultivated families that are obliged to live in remote localities.
6. Officers and men of the United States army and navy.
7. Persons who intend to try any of the civil-service examinations.
8. Young men and women in stores and shops or on farms who desire to learn but cannot leave their labors to attend school; and finally those in any walk of life who would gladly take up some study under competent private guidance.

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1. Noffsinger, John S.: *Correspondence Schools, Lyceums, Chautauquas*. The Macmillan Company, New York. 1926, page 1.

2. *Ibid.*, pages 2-13.

Like the Lancastrian monitorial system, which DeWitt Clinton had pronounced a "boon to mankind" in Revolutionary days, this alliance of college and university professors was greeted with much interest by the press, but like many associations without any definite organization and without any administrative head it soon disintegrated and ceased to function. Coincident to the growth of this "correspondence university" another and totally different kind of institution came into being. It had its inception in a Methodist camp meeting.

For a number of year the Methodist Church had been sending ministers into the settlements where revival meetings were held. These meetings were frequently attended by whole families who came for miles and camped on the site during the revivals. Soon the leaders of the church conceived the plan of holding a gigantic meeting, or convention, annually and inviting all persons who were interested to come and enjoy the benefits. Notable among these central meetings was the one held at Fair Point, N. Y., on the banks of Chautauqua Lake. In attendance at the Fair Point meeting were two men who were interested not only in religion, but in education as well. These men, Rev. John H. Vincent and Lewis Miller, brought with them an idea which had been proposed by Silas Farmer in 1870, viz., that a Sunday-school institute could be organized and held on the camp-meeting plan. Due largely to the efforts of these two men the curriculum of the Sunday-school institute was expanded until it included not only religious instruction, but popular lectures, concerts, readings and social entertainments as well. Thus was founded the "Chautauqua" movement. But the expansion of the Sunday-school institute did not stop here. Soon the popular lectures were supplemented by academic lectures and instruction in a number of subjects. With the addition of instruction in languages occurred a significant happening.

In 1879 a young professor of Hebrew from Yale University, William Rainey Harper (later president of the University of Chicago), was asked to take charge of the organization of a school of languages for the summer session at Chautauqua. He quickly sensed the possibilities of this method of instruction, and during all his years of active service in the field of education worked diligently to further the movement. His fearlessness in establishing a correspondence-study department at the University of Chicago immediately after his election as president served to allay the suspicions with which other institutions had regarded correspondence study.

Having finished the summer's work at Chautauqua, many of Harper's students wanted to continue their studies with him. He readily consented to outline the work for correspondence courses and grade the students' papers. His example led a number of the other instructors at the Chautauqua to adopt the scheme, and in 1882 we find a loose organization of instructors offering correspondence work under the auspices of the Chautauqua. This work was really in the hands of the individual instructors, as they received the enrollments, issued the lessons, graded the papers, and kept the fees. The nominal direction of this organization was exercised by A. Lalande, of Louisville, Ky. This group of instructors continued to give correspondence work until 1900, when their activity ceased, due largely to the presence of other agencies in the field.

While this little band of college and university professors was assisting a handful of students to master French and German, another institution was brought into being—an institution which now enjoys a larger enrollment than all colleges and universities of the United States combined—the commercial



correspondence school; a school operated for profit and not connected with any educational institution giving resident work. In the face of the rapid exploitation of this field by the commercial school the university was slow to recognize its obligation to the public. Although the University of Chicago set up an active organization in 1892, fifteen years passed before a state university ventured to offer this kind of service.

Hall-Quest<sup>3</sup> lists the following as among the first to announce correspondence-study work:<sup>4</sup>

University of Chicago . . . . .	1892	Oklahoma . . . . .	1913
Oregon . . . . .	1907	North Carolina . . . . .	1914
Kansas . . . . .	1909	Arizona . . . . .	1915
Nebraska . . . . .	1909	Utah . . . . .	1917
Texas . . . . .	1909	Iowa . . . . .	1918
North Dakota . . . . .	1910	Arkansas . . . . .	1919
Missouri . . . . .	1910	Columbia . . . . .	1919
Kentucky . . . . .	1912	Florida . . . . .	1919
Iowa State College . . . . .	1913	Washington State College, 1919	
California . . . . .	1913		

It is of more than passing interest to note that some of these institutions were offering extension class work for many years before correspondence study was announced. Hall-Quest states that Kansas and California launched extension class programs in 1891 but waited until 1909 and 1913, respectively, to start their instruction by correspondence.

3. Hall-Quest, Alfred L.: *The University Afield*. The Macmillian Company. New York. 1926. Page 15.

4. Date on which teachers' colleges and normal schools first offered correspondence study may be found in chapter III.

## CHAPTER II.

### METHOD OF PROCEDURE.

The purpose of this study is to disclose the types of practice prevalent in the administration of certain phases of correspondence-study departments in teachers' colleges and normal schools. It proposes to include all state teachers' colleges and normal schools in the United States and Hawaii.

The data upon which this study is based were gathered from an inquiry blank<sup>1</sup> sent to the directors of extension of teachers' colleges and normal schools.

The particular problem approached in this study is divided into five parts: First, the date of organization and certain regulations of the department; second, information concerning the person in charge of the department; third, the enrollment of students; fourth, some financial aspects; and finally, general information.

On February 16, 1929, 44 inquiry blanks were addressed to the directors of extension of those institutions which are members of the Association of Teachers' College Extension Divisions. On February 23, 1929, 126 inquiry blanks were addressed to the directors of extension of other teachers' colleges and normal schools in the United States and Hawaii, making a total of 170 blanks mailed out. One hundred nine blanks were returned before March 16, 1929. On that date 61 follow-up letters were addressed to those institutions which had made no returns. On April 20, 1929, the final date upon which replies were accepted, a total of 157 replies had been received. Fourteen institutions did not reply to the inquiry. These returns represent 92.3 per cent of the total number of inquiry blanks sent out. Of the 157 blanks returned, 59 state that correspondence study is offered, while 98 indicate that correspondence study is not a part of the institutional program. Thus it was found that 37.6 per cent of the institutions replying to the inquiry offer correspondence study. Information secured from the catalogues of eight of the institutions not replying to the inquiry indicates that they do not offer courses by correspondence. Two institutions replied after the date of final acceptance of blanks. No information is available concerning the offering of the three institutions unaccounted for.

A complete list of the institutions to which the inquiry was sent may be found in Appendix A, together with information pointing out the institutions which returned filled-out blanks, the institutions which indicated that no correspondence study is offered, the institutions whose catalogues show that no correspondence study is offered, and the institutions about which no information is available.

Appendix B presents a complete list of the institutions which supplied data sought by the inquiry blank.

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1. A copy of this inquiry blank will be found in Appendix C.

## DEFINITION OF TERMS.

Throughout this study the terms "correspondence study" and "home study" are used synonymously. They presuppose the existence of a definite outline to direct the student in pursuance of the course, and to require the study of certain assigned subject matter. These terms also presuppose the requirement that the student prepare a certain number of written lessons to be submitted to an instructor who will grade them and return them to the student with his corrections and suggestions.

The term "correspondence-study department" is used to designate that division of a teachers' college or normal school where the activities of correspondence instruction are centralized.

The term "offering" is used to designate the program of courses or complete curriculum offered by a correspondence-study department or a commercial institution.

The term "program" is used to designate the course or courses for which a single student enrolls at one time.

The term "resident courses" is used to designate those courses taken by a student who attends regular classes held upon the campus of an institution.

## CHAPTER III.

### PRESENTATION OF DATA.

The purpose of this chapter is to present the information obtained by the use of the inquiry blank. This blank, containing 43 questions, was answered by 59 institutions. Not all institutions replied to all questions. The number of replies received to each question is shown in Table I.

TABLE I.

Number of institutions replying to each of 43 questions on inquiry blank.\*

QUESTION NUMBER.	Number of replies.	QUESTION NUMBER.	Number of replies.
1.....	53	25.....	0
2.....	58	26.....	51
3.....	34	27.....	57
4 (a).....	22	28.....	12
4 (b).....	34	29.....	56
5.....	58	30.....	10
6.....	59	31 (a).....	49
7.....	59	31 (b).....	45
8.....	27	31 (c).....	53
9.....	58	31 (d).....	50
10.....	59	31 (e).....	49
11.....	57	32.....	51
12.....	56	33.....	50
13.....	58	34.....	49
14.....	58	35.....	44
15.....	56	36.....	49
16.....	59	37.....	47
17.....	58	38.....	38
18.....	59	39.....	54
19.....	58	40.....	47
20.....	57	41.....	24
21.....	57	42.....	19
22.....	48	43 (a).....	52
23.....	51	43 (b).....	44
24.....	55		

59 institutions replied to the inquiry blank.

\*Copy of inquiry blank may be found in Appendix C.

The average number of answers to each question is 47. The necessity for answers to seven questions, however, depends upon the answer to a preceding question, *i. e.*, in seven cases a certain answer obviates the necessity of replying to the following question. When these seven cases are not considered the average number of replies to each question is 55.

In presenting these data uniform procedure will be employed. The question will be stated exactly as it appears on the inquiry blank. The five parts of the study covered by the inquiry will be presented in order.

## I. ORGANIZATION AND REGULATIONS OF DEPARTMENT.

1. When was correspondence study first offered by the college?  
(Replies received, 98.3 per cent. See Table II.)

Although only 58 institutions replied to this particular question the return of filled-out blanks indicates that correspondence courses are offered by 59 teachers' colleges and normal schools. The first of these institutions to offer this work was the Western State Normal School, Kalamazoo, Mich., in 1905. A second institution offered courses in 1907, while 3 more entered the field in 1908. The largest number of institutions to enter the field in a single year is 6, in 1924. More than one-half the institutions now offering correspondence study started the work before 1919.

2. Is a separate department of correspondence study maintained?  
(Replies received, 98.3 per cent.)

Thirty-three institutions maintain separate departments, whereas 25 have no department of established identity. The implication is that these 25 institutions carry on the work in connection with the general activities of the extension division or permit the individual instructors to do the work in independent units.

3. If separate department is maintained, when was it established?  
(Replies received, 55.9 per cent. See Table II.)

Of the 59 institutions offering correspondence study 33 maintain separate departments where this work is directed. One institution did not establish a separate department until 14 years after the work was started, while 20 institutions established departments at the time the work was first offered. The average length of time from the date when work was first offered to the date when the department was established is 2.4 years.

TABLE II.

(Questions 1, 2 and 3.)

Date when correspondence study was first offered and when department was established.

(58 institutions.)

INSTITUTION.*	Work first offered.	Department established.	INSTITUTION.*	Work first offered.	Department established.
IX.....	†...	1920	XLIII.....	1918	1918
XVII.....	1905	.....	XII.....	1919	1919
XXVIII.....	1907	1921	XXVI.....	1919	1919
X.....	1908	1914	XXX.....	1919	.....
LIV.....	1908	.....	XLIV.....	1919	1919
LIX.....	1908	.....	VIII.....	1920	1920
II.....	1909	1909	XIII.....	1920	1920
IV.....	1909	.....	XVIII.....	1920	1927
LI.....	1910	.....	XXVII.....	1920	.....
XI.....	1912	1912	XXXIV.....	1920	.....
XVI.....	1912	1912	I.....	1921	.....
XXI.....	1912	1912	XXXVI.....	1921	.....
XXXIX.....	1912	1920	LVI.....	1921	1921
L.....	1912	.....	VI.....	1922	.....
III.....	1913	.....	XXXV.....	1922	1923
XX.....	1913	1926	XLII.....	1922	1922
XXXII.....	1914	1914	LV.....	1922	.....
XL.....	1914	.....	XLVI.....	1923	1924
XIX.....	1915	.....	XLVII.....	1923	.....
XXII.....	1915	.....	V.....	1924	1924
XXIX.....	1915	1921	VII.....	1924	1924
XXXI.....	1915	1927	XIV.....	1924	1925
LII.....	1916	1916	XLV.....	1924	.....
XV.....	1917	1919	XLIX.....	1924	1924
XXXVIII.....	1917	1922	LVII.....	1924	1924
LVIII.....	1917	.....	XXXIII.....	1925	1925
XXII.....	1918	.....	XLVIII.....	1926	.....
XXIV.....	1918	1918	XL.....	1927	.....
XXXVII.....	1918	.....	LIII.....	1928	.....

Number XXV did not answer question.

\*Institution may be identified in Appendix B.

†Many years.

4. How many lessons do you require per credit hour: (a) Semester, (b) quarter? (Replies received: (a) 37.3 per cent; (b) 55.9 per cent. See Table III.)

TABLE III.

(Question 4.)

Number of lessons required per credit hour. †

(55 institutions.)

INSTITUTION.*	Semester hour.	Quarter hour.	INSTITUTION.*	Semester hour.	Quarter hour.
I		3	XXIX	9	
II		6	XXX	8	
III		Varies	XXXI		Varies
IV		12	XXXII		6
V		4	XXXIII		5
VI	8		XXXIV		Varies
VII		12	XXXV		Varies
VIII		9	XXXVII		3
IX		2	XXXVIII	10	
X	8		XXXIX	12	
XI	8		XLI		5
XII	8		XLII		5
XIII	10		XLIII		5
XIV	10		XLIV		6
XV		5	XLV		10
XVI	20		XLVI		5
XVII		5	XLVII		3½
XVIII		24	XLVIII		10
XIX		3	XLIX	12	
XX		1	L		6
XXI	8		LI		6
XXII	8		LII		6
XXIII	8		LIII	9	
XXIV	8		LV	4	
XXV	8		LVI	18	
XXVI		4	LVII	8	
XXVII		4	LIX	6	
XXVIII		6			

Numbers XXXVI, XL, LIV and LVIII did not answer question.

Semester-hour range, 4 to 20. Semester-hour mean, 9.

Quarter-hour range, 1 to 24. Quarter-hour mean, 6.3.

†Credit hour is either semester hour or quarter hour.

\*Institution may be identified in Appendix B.

These replies indicate that 22 institutions operate on the semester basis, whereas 34 institutions operate on the quarter basis. Of the 22 working on the semester basis 11, or 50 per cent, require 8 lessons per credit hour. The others vary from 4 to 20 in their lesson requirements. Of the 34 institutions working on the quarter basis 7 require 6 lessons, 7 require 5 lessons, the others varying from 1 to 24 in lesson requirements per credit hour. Four institutions answered "Varies," indicating that no policy is maintained in this matter. The diversity of practice among these 34 institutions is indicated by the mean requirement of 6.3 lessons with a standard deviation of 4.23.

5. How many lessons in any single course do you permit a student to send in at one time? (Replies received, 98.3 per cent. See Table IV.)

TABLE IV.

(Question 5.)

Maximum number of lessons a student may send in at one time.

(58 institutions.)

INSTITUTION.*	Number lessons.	INSTITUTION.*	Number lessons.
I.....	1	XXXI.....	3
II.....	4	XXXII.....	2
III.....	Varies	XXXIII.....	2
IV.....	2	XXXIV.....	Varies
V.....	3	XXXV.....	1
VI.....	No policy	XXXVI.....	4
VII.....	2	XXXVII.....	1
VIII.....	No limit	XXXVIII.....	6
IX.....	1	XXXIX.....	5
X.....	4	XL.....	1
XI.....	2	XLI.....	3
XII.....	3	XLII.....	1
XIII.....	6	XLIII.....	2
XIV.....	3	XLIV.....	3
XV.....	1	XLV.....	3
XVI.....	1	XLVI.....	2
XVII.....	2	XLVII.....	2
XIX.....	1	XLVIII.....	3
XX.....	1	XLIX.....	2
XXI.....	1	L.....	3
XXII.....	6	LI.....	3
XXIII.....	3	LII.....	6
XXIV.....	3	LIII.....	4
XXV.....	Optional	LIV.....	2
XXVI.....	1	LV.....	2
XXVII.....	4	LVI.....	4
XXVIII.....	4	LVII.....	3
XXIX.....	2	LVIII.....	6
XXX.....	2	LIX.....	2

Number XVIII did not answer question.

Range, 1 to 6. Mean, 2.7.

\*Institution may be identified in Appendix B.

Twelve institutions permit only 1 lesson to be sent in at one time, whereas 15 permit 2 lessons, 13 permit 3 lessons and 7 permit 4 lessons to be sent in at one time. Regulations of the other institutions vary from 1 to 6, with 6 institutions answering "Varies," "No policy," "Optional," or "No limit." The average among the 52 institutions giving definite answers to this question is 2.7 lessons.



6. How many courses do you permit a student to work on at one time? (Replies received, 100 per cent. See Table V.)

TABLE V.

(Question 6.)

Number of courses a student may work on at one time.

(59 institutions.)

INSTITUTION.*	Number courses.	INSTITUTION.*	Number courses.
I	1	XXXI	1
II	2	XXXII	3
III	3	XXXIII	2
IV	2	XXXIV	2
V	2	XXXV	2
VI	No policy	XXXVI	2
VII	2	XXXVII	2
VIII	2	XXXVIII	3
IX	1	XXXIX	2
X	2	XL	2
XI	2	XLI	2
XII	2	XLII	2
XIII	2	XLIII	2
XIV	2	XLIV	2
XV	2	XLV	2
XVI	1	XLVI	3
XVII	1	XLVII	1
XVIII	2	XLVIII	2
XIX	2	XLIX	2
XX	1	L	2
XXI	2	LI	2
XXII	2	LII	1
XXIII	2	LIII	2
XXIV	2	LIV	1
XXV	2	LV	1
XXVI	No limit	LVI	2
XXVII	2	LVII	2
XXVIII	1	LVIII	2
XXIX	2	LIX	2
XXX	1		

Range, 1 to 3. Mean, 1.9.

\*Institution may be identified in Appendix B.

Twelve institutions restrict their students to a single course at one time, whereas 41 permit 2 courses to be taken simultaneously and 4 permit 3 courses at the same time. One institution answered "No policy" and 1 answered "No limit."

7. Do you send the entire outline of the course to the student at the time of enrollment? (Replies received, 100 per cent. See Table VI.)

Twenty-five institutions send the entire outline to the student at the time of enrollment, while 34 institutions do not.

8. If answer to question 7 is "No," how many lessons do you send at one time? (Replies received, 100 per cent of those not answering "Yes" to question 7. See Table VI.)

TABLE VI.  
(Questions 7 and 8.)  
Number of lessons sent to student at time of enrollment.  
(59 institutions.)

INSTITUTION.*	Number sent.	INSTITUTION.*	Number sent.
I	All	XXXI	All
II	All	XXXII	All
III	2	XXXIII	All
IV	All	XXXIV	Varies
V	All	XXXV	6
VI	All	XXXVI	6
VII	4	XXXVII	All
VIII	1	XXXVIII	1/3 of course
IX	1	XXXIX	All
X	All	XL	All
XI	5	XLI	Varies
XII	6	XLII	5
XIII	6	XLIII	4
XIV	3	XLIV	3
XV	3	XLV	All
XVI	2	XLVI	All
XVII	2	XLVII	3
XVIII	All	XLVIII	All
XIX	1	XLIX	2
XX	All	L	All
XXI	3	LI	All
XXII	All	LII	6
XXIII	10	LIII	All
XXIV	10	LIV	2
XXV	Optional	LV	1
XXVI	3	LVI	All
XXVII	4	LVII	2
XXVIII	All	LVIII	6
XXIX	2	LIX	All
XXX	All		

25 institutions send all lessons at time of enrollment.

Range of 30 institutions not sending all, 1 to 10.

Mean of 30 institutions not sending all, 3.8.

\*Institution may be identified in Appendix B.

Four institutions send a single lesson at one time, 7 send 2 lessons, 6 send 3 lessons, 3 send 4 lessons, 2 send 5 lessons, 6 send 6 lessons, 2 send 10 lessons, 1 sends 1/3 of the course, 2 institutions answered "Varies," and 1 answered "Optional."

9. How many months after date of enrollment do you allow for the completion of the course? (Replies received, 98.3 per cent. See Table VII.)

TABLE VII.

(Question 9.)

Number of months allowed after date of enrollment for completion of course.  
(58 institutions.)

INSTITUTION.*	Number months.	INSTITUTION.*	Number months.
I.....	9	XXXI.....	12
II.....	12	XXXII.....	12
III.....	12	XXXIII.....	12
IV.....	6	XXXIV.....	9
V.....	6	XXXV.....	9
VI.....	16	XXXVI.....	12
VII.....	12	XXXVII.....	12
VIII.....	12	XXXVIII.....	12
IX.....	9	XXXIX.....	12
X.....	12	XL.....	9
XI.....	12	XLI.....	12
XII.....	9	XLII.....	6
XIII.....	12	XLIII.....	12
XIV.....	12	XLIV.....	12
XV.....	6	XLV.....	12
XVI.....	12	XLVI.....	12
XVII.....	5	XLVII.....	10
XVIII.....	12	XLVIII.....	12
XIX.....	12	XLIX.....	No limit
XX.....	12	L.....	6
XXI.....	9	LI.....	9
XXII.....	12	LII.....	9
XXIII.....	12	LIII.....	9
XXIV.....	12	LIV.....	9
XXV.....	9	LV.....	3.5
XXVII.....	12	LVI.....	9
XXVIII.....	12	LVII.....	12
XXIX.....	8	LVIII.....	12
XXX.....	12	LIX.....	12

Number XXVI did not answer question.

Range, 3.5 to 16. Mean, 10.5.

\*Institution may be identified in Appendix B.

Thirty-three institutions allow 12 months for completion of a course, 13 allow 9 months, and the regulations of the other institutions vary from 3.5 to 16 months. One institution answered "No limit."

10. Do you grant an extension of this time by any plan of reinstatement? (Replies received, 100 per cent. See Table VIII.)

TABLE VIII.

(Question 10.)

Is extension of time for completion of program allowed?

(59 institutions.)

INSTITUTION.*	Answer.	INSTITUTION.*	Answer.
I	Yes	XXXI	No
II	Yes	XXXII	Yes
III	Yes	XXXIII	Yes
IV	Yes	XXXIV	Yes
V	Yes	XXXV	Yes
VI	Yes	XXXVI	Yes
VII	Yes	XXXVII	Yes
VIII	Yes	XXXVIII	Yes
IX	No	XXXIX	Yes
X	Yes	XL	No
XI	Yes	XLI	Yes
XII	Yes	XLII	Yes
XIII	Yes	XLIII	Yes
XIV	Yes	XLIV	Yes
XV	Yes	XLV	Yes
XVI	Yes	XLVI	Yes
XVII	Yes	XLVII	Yes
XVIII	Yes	XLVIII	Yes
XIX	Yes	XLIX	Yes
XX	Yes	L	Yes
XXI	Yes	LI	Yes
XXII	Yes	LII	Yes
XXIII	Yes	LIII	Yes
XXIV	Yes	LIV	No
XXV	No	LV	Yes
XXVI	No	LVI	No
XXVII	Yes	LVII	Yes
XXVIII	Yes	LVIII	Yes
XXIX	Yes	LIX	Yes
XXX	Yes		

52 institutions answered "Yes" (88 per cent).

7 institutions answered "No" (12 per cent).

\*Institution may be identified in Appendix B.

Fifty-two institutions permit an extension of time, while 7 do not.

11. Do you require all students to take a final examination?  
(Replies received, 96.6 per cent. See Table IX.)

TABLE IX.

(Question 11.)

Is final examination required in all courses?

(57 institutions.)

INSTITUTION.*	Answer.	INSTITUTION.*	Answer.
I	No	XXX	No
II	Yes	XXXI	Yes
III	Yes	XXXII	Yes
IV	Yes	XXXIII	Yes
V	Yes	XXXIV	Yes
VI	No	XXXV	Yes
VII	No	XXXVI	Yes
VIII	Yes	XXXVII	Yes
IX	Yes	XXXVIII	Yes
X	Yes	XXXIX	Yes
XI	Yes	XL	Yes
XII	Yes	XLII	Yes
XIII	No	XLIII	Yes
XIV	Yes	XLV	Yes
XV	Yes	XLVI	Yes
XVI	No	XLVII	Yes
XVII	No	XLVIII	Yes
XVIII	Yes	XLIX	Yes
XIX	Yes	L	No
XX	Yes	LI	No
XXI	Yes	LII	No
XXII	Yes	LIII	Yes
XXIII	Yes	LIV	Yes
XXIV	Yes	LV	Yes
XXV	Yes	LVI	Yes
XXVI	Yes	LVII	Yes
XXVII	Yes	LVIII	No
XXVIII	No	LIX	Yes
XXIX	Yes		

Numbers XLI and XLIV did not answer question.

45 institutions answered "Yes" (79 per cent).

12 institutions answered "No" (21 per cent).

\*Institution may be identified in Appendix B.

Forty-five institutions require all students to take a final examination, while 12 do not.

12. Is every student required to make a minimum grade on the final examination in order to receive credit in the course? (Replies received, 94.9 per cent. See Table X.)

TABLE X.

(Question 12.)

Is minimum grade on final examination required to secure credit in course?  
(56 institutions.)

INSTITUTION.*	Answer.	INSTITUTION.*	Answer.
I.....	No	XXXI.....	Yes
II.....	Yes	XXXII.....	Yes
III.....	Yes	XXXIII.....	No
IV.....	No	XXXIV.....	No
V.....	Yes	XXXV.....	Yes
VI.....	Yes	XXXVI.....	Yes
VII.....	No	XXXVII.....	No
VIII.....	Yes	XXXVIII.....	Yes
IX.....	Yes	XXXIX.....	Yes
X.....	Yes	XL.....	Yes
XI.....	Yes	XLI.....	Yes
XII.....	Yes	XLII.....	Yes
XIII.....	Yes	XLIII.....	Yes
XIV.....	Yes	XLIV.....	Yes
XV.....	Yes	XLV.....	Yes
XVIII.....	Yes	XLVI.....	Yes
XIX.....	Yes	XLVII.....	Yes
XX.....	Yes	XLVIII.....	Yes
XXI.....	Yes	XLIX.....	Yes
XXII.....	No	L.....	Yes
XXIII.....	Yes	LI.....	Yes
XXIV.....	Yes	LII.....	No
XXV.....	Yes	LIII.....	Yes
XXVI.....	Yes	LIV.....	Yes
XXVII.....	Yes	LV.....	Yes
XXVIII.....	No	LVI.....	Yes
XXIX.....	Yes	LVII.....	Yes
XXX.....	Yes	LVIII.....	No
		LIX.....	Yes

Numbers XVI, XVII and XLII did not answer question.

46 institutions answered "Yes" (82 per cent).

10 institutions answered "No" (18 per cent).

\*Institution may be identified in Appendix B.

Forty-six institutions require a minimum grade on the final examination before credit is granted, while 10 do not.

13. Do you ever permit a student who has failed the final examination to take a second examination? (Replies received, 98.3 per cent. See Table XI.)

TABLE XI.

(Question 13.)

Is student ever permitted to take a second final examination?

(58 institutions.)

INSTITUTION.*	Answer.	INSTITUTION.*	Answer.
I.....	Yes	XXXI.....	Yes
II.....	Yes	XXXII.....	Yes
III.....	Yes	XXXIII.....	No
IV.....	No	XXXIV.....	Yes
V.....	Yes	XXXV.....	Yes
VI.....	No	XXXVI.....	No
VII.....	No	XXXVII.....	No
VIII.....	Yes	XXXVIII.....	Yes
IX.....	No	XXXIX.....	Yes
X.....	Yes	XL.....	No
XI.....	No	XLI.....	Yes
XII.....	Yes	XLII.....	Yes
XIII.....	Yes	XLIII.....	Yes
XIV.....	Yes	XLIV.....	No
XV.....	Yes	XLV.....	Yes
XVII.....	No	XLVI.....	Yes
XVIII.....	Yes	XLVII.....	No
XIX.....	Yes	XLVIII.....	No
XX.....	Yes	XLIX.....	Yes
XXI.....	No	L.....	Yes
XXII.....	No	LI.....	No
XXIII.....	Yes	LII.....	No
XXIV.....	Yes	LIII.....	Yes
XXV.....	No	LIV.....	No
XXVI.....	Yes	LV.....	Yes
XXVII.....	No	LVI.....	No
XXVIII.....	Yes	LVII.....	Yes
XXIX.....	Yes	LVIII.....	No
XXX.....	Yes	LIX.....	No

Number XVI did not answer question.

35 institutions answered "Yes" (60 per cent).

23 institutions answered "No" (40 per cent).

\*Institution may be identified in Appendix B.

Thirty-five institutions sometimes permit a student to take a second final examination, while 23 do not.

14. What per cent of the total number of hours required for graduation may be earned by correspondence study? (Replies received, 98.3 per cent. See Table XII.)

TABLE XII.

(Question 14.)

What per cent of total hours may be earned by correspondence?

(58 institutions.)

INSTITUTION.*	Per cent.	INSTITUTION.*	Per cent.
I.....	12.5	XXX.....	35
II.....	25	XXXI.....	25
III.....	12.5	XXXII.....	25
IV.....	25	XXXIII.....	25
V.....	33.33	XXXIV.....	12.5
VI.....	50	XXXV.....	12.5
VII.....	12.5	XXXVI.....	25
VIII.....	12.5	XXXVII.....	12.5
IX.....	25	XXXVIII.....	25
X.....	25	XXXIX.....	25
XI.....	25	XL.....	25
XII.....	25	XLI.....	12.5
XIII.....	25	XLII.....	25
XIV.....	25	XLIII.....	20
XV.....	25	XLIV.....	12.5
XVI.....	40	XLV.....	25
XVII.....	25	XLVI.....	33.33
XVIII.....	25	XLVII.....	12.5
XIX.....	25	XLVIII.....	33
XX.....	25	XLIX.....	25
XXI.....	25	L.....	25
XXII.....	12.5	LI.....	25
XXIII.....	33.33	LII.....	25
XXIV.....	25	LIV.....	20
XXV.....	33.33	LV.....	17
XXVI.....	16.67	LVI.....	23
XXVII.....	15	LVII.....	25
XXVIII.....	24	LVIII.....	25
XXIX.....	12.5	LIX.....	12.5

Number LIII did not answer question.

Range, 12.5 to 50. Mean, 23.1.

\*Institution may be identified in Appendix B.

Thirteen institutions permit 12.5 per cent of the total hours required for graduation to be earned by correspondence, 30 permit 25 per cent and the regulations of the others vary from 15 to 50 per cent. The mean of this distribution is 23.1 and the standard deviation is 7.63.



15. Do you permit students to complete the requirements for the bachelor's degree by correspondence study, *i. e.*, may the final hours be earned by correspondence study? (Replies received, 94.9 per cent. See Table XIII.)

TABLE XIII.

(Question 15.)

May requirements for degree be completed by correspondence?

(56 institutions.)

INSTITUTION.*	Answer.	INSTITUTION.*	Answer.
I	Yes	XXXI	No
II	Yes	XXXII	Yes
III	No	XXXIII	No
IV	Yes	XXXIV	No
V	No	XXXV	No
VII	Yes	XXXVI	No
VIII	No	XXXVII	No
IX	Yes	XXXVIII	No
X	No	XXXIX	No
XI	No	XL	No
XII	No	XLI	Yes
XIII	No	XLII	No
XIV	No	XLIII	Yes
XV	No	XLIV	No
XVII	No	XLV	No
XVIII	No	XLVI	No
XIX	No	XLVII	Yes
XX	No	XLVIII	No
XXI	Yes	XLIX	Yes
XXII	Yes	LI	No
XXIII	No	LII	Yes
XXIV	No	LIII	No
XXV	Yes	LIV	No
XXVI	No	LV	No
XXVII	No	LVI	No
XXVIII	Yes	LVII	Yes
XXIX	No	LVIII	No
XXX	No	LIX	No

Numbers VI, XVI and L did not answer question.

16 Institutions answered "Yes" (29 per cent).

40 Institutions answered "No" (71 per cent).

\*Institution may be identified in Appendix B.

Sixteen institutions permit the final hours for the degree to be earned by correspondence study, while 40 do not.

16. Do you permit students to carry correspondence-study courses while doing work in residence in your institution? (Replies received, 100 per cent. See Table XIV.)

TABLE XIV.

(Question 16.)

May student take resident and correspondence courses at the same time?

(59 institutions.)

INSTITUTION.*	Answer.	INSTITUTION.*	Answer.
I	No	XXXI	No
II	Yes	XXXII	No
III	No	XXXIII	No
IV	No	XXXIV	No
V	No	XXXV	No
VI	No	XXXVI	No
VII	Yes	XXXVII	No
VIII	No	XXXVIII	No
IX	No	XXXIX	No
X	No	XL	No
XI	No	XLI	No
XII	No	XLII	No
XIII	No	XLIII	Yes
XIV	No	XLIV	No
XV	No	XLV	No
XVI	No	XLVI	No
XVII	No	XLVII	No
XVIII	No	XLVIII	Yes
XIX	No	XLIX	No
XX	No	L	No
XXI	No	LI	No
XXII	No	LII	No
XXIII	No	LIII	No
XXIV	No	LIV	No
XXV	No	LV	No
XXVI	No	LVI	No
XXVII	No	LVII	No
XXVIII	No	LVIII	No
XXIX	No	LIX	No
XXX	No		

4 institutions answered "Yes" (7 per cent).  
55 institutions answered "No" (93 per cent).

\*Institution may be identified in Appendix B.

Four institutions permit students to carry both correspondence and resident courses at the same time, while 55 do not.

17. Do you permit students to carry correspondence-study courses while doing work in residence in any other institution if they have permission from the other institution? (Replies received, 98.3 per cent. See Table XV.)

TABLE XV.

(Question 17.)

May student take correspondence courses while doing work at another institution?

(58 institutions.)

INSTITUTION.*	Answer.	INSTITUTION.*	Answer.
I.....	Yes	XXXI.....	No
II.....	Yes	XXXII.....	Yes
III.....	Yes	XXXIII.....	Yes
IV.....	Yes	XXXIV.....	Yes
V.....	Yes	XXXV.....	Yes
VI.....	Yes	XXXVI.....	Yes
VII.....	Yes	XXXVII.....	Yes
VIII.....	Yes	XXXVIII.....	No
IX.....	No	XXXIX.....	Yes
X.....	Yes	XL.....	No
XI.....	Yes	XLI.....	Yes
XII.....	Yes	XLII.....	No
XIII.....	Yes	XLIII.....	Yes
XIV.....	No	XLIV.....	No
XV.....	Yes	XLV.....	Yes
XVII.....	Yes	XLVI.....	Yes
XVIII.....	No	XLVII.....	Yes
XIX.....	Yes	XLVIII.....	Yes
XX.....	Yes	XLIX.....	No
XXI.....	Yes	L.....	Yes
XXII.....	Yes	LI.....	Yes
XXIII.....	Yes	LII.....	No
XXIV.....	Yes	LIII.....	Yes
XXV.....	No	LIV.....	No
XXVI.....	Yes	LV.....	No
XXVII.....	No	LVI.....	Yes
XXVIII.....	Yes	LVII.....	Yes
XXIX.....	No	LVIII.....	Yes
XXX.....	Yes	LIX.....	No

Number XVI did not answer question.

42 institutions answered "Yes" (72 per cent).

16 institutions answered "No" (28 per cent).

\*Institution may be identified in Appendix B.

Forty-two institutions accept enrollments from students who are taking resident courses from another institution, provided the student has permission from the institution where the resident work is being done. Sixteen institutions do not accept such enrollments.

18. Do all of your correspondence-study courses carry the same credit as the identical courses when taken in residence? (Replies received, 100 per cent. See Table XVI.)

TABLE XVI.

(Question 18.)

Are correspondence and resident credits of same value?

(59 institutions.)

INSTITUTION.*	Answer.	INSTITUTION.*	Answer.
I.....	Yes	XXXI.....	Yes
II.....	Yes	XXXII.....	Yes
III.....	Yes	XXXIII.....	No
IV.....	Yes	XXXIV.....	Yes
V.....	Yes	XXXV.....	Yes
VI.....	Yes	XXXVI.....	Yes
VII.....	Yes	XXXVII.....	Yes
VIII.....	Yes	XXXVIII.....	Yes
IX.....	Yes	XXXIX.....	Yes
X.....	Yes	XL.....	No
XI.....	Yes	XLI.....	Yes
XII.....	Yes	XLII.....	Yes
XIII.....	Yes	XLIII.....	Yes
XIV.....	Yes	XLIV.....	Yes
XV.....	Yes	XLV.....	Yes
XVI.....	Yes	XLVI.....	Yes
XVII.....	Yes	XLVII.....	Yes
XVIII.....	Yes	XLVIII.....	Yes
XIX.....	Yes	XLIX.....	Yes
XX.....	Yes	L.....	Yes
XXI.....	Yes	LI.....	Yes
XXII.....	Yes	LII.....	Yes
XXIII.....	Yes	LIII.....	Yes
XXIV.....	Yes	LIV.....	Yes
XXV.....	Yes	LV.....	Yes
XXVI.....	Yes	LVI.....	Yes
XXVII.....	Yes	LVII.....	Yes
XXVIII.....	No	LVIII.....	Yes
XXIX.....	Yes	LIX.....	Yes
XXX.....	Yes		

56 institutions answered "Yes" (95 per cent).

3 institutions answered "No" (5 per cent).

\*Institution may be identified in Appendix B.

In 56 institutions all correspondence courses grant the same credit as the identical course offered in residence, while in 3 institutions some of the courses are not of the same credit value.

19. Do you accept correspondence-study credits from other institutions on the same basis that you accept residence credits from these other institutions? (Replies received, 98.3 per cent. See Table XVII.)

TABLE XVII.

(Question 19.)

Are correspondence credits accepted from other institutions on parity with resident credits?

(58 institutions.)

INSTITUTION.*	Answer.	INSTITUTION.*	Answer.
I	Yes	XXXI	No
II	Yes	XXXII	Yes
III	Yes	XXXIII	Yes
IV	Yes	XXXIV	Yes
V	Yes	XXXV	Yes
VI	Yes	XXXVI	Yes
VII	Yes	XXXVII	Yes
VIII	Yes	XXXVIII	Yes
IX	Yes	XXXIX	Yes
X	Yes	XL	No
XI	Yes	XLI	Yes
XII	Yes	XLII	Yes
XIII	Yes	XLIII	Yes
XIV	No	XLIV	Yes
XV	Yes	XLV	Yes
XVI	Yes	XLVI	Yes
XVII	Yes	XLVII	Yes
XVIII	Yes	XLVIII	Yes
XIX	Yes	XLIX	Yes
XX	Yes	L	Yes
XXI	Yes	LI	Yes
XXII	Yes	LII	Yes
XXIII	Yes	LIII	Yes
XXIV	Yes	LIV	Yes
XXV	Yes	LV	Yes
XXVI	Yes	LVI	Yes
XXVIII	Yes	LVII	Yes
XXIX	Yes	LVIII	Yes
XXX	Yes	LIX	Yes

Number XXVII did not answer question.

55 institutions answered "Yes" (95 per cent).

3 institutions answered "No" (5 per cent).

\*Institution may be identified in Appendix B.

Fifty-five institutions accept correspondence-study and resident credits on an equal basis, while 3 do not.

II. THE DEPARTMENT HEAD.

20. What is the title of the person in charge of correspondence study? (Replies received, 96.6 per cent. See Table XVIII.)

TABLE XVIII.

(Question 20.)

Title of person in charge of correspondence study.

(57 institutions.)

INSTITUTION.*	Title.	INSTITUTION.*	Title.
I	Director	XXXI	Secretary
II	Director	XXXII	Director
III	Director	XXXIII	Secretary
IV	Director	XXXIV	Director
V	Director	XXXV	Secretary
VI	Director	XXXVI	Director
VII	Director	XXXVII	None
VIII	Director	XXXVIII	Director
IX	Secretary	XXXIX	Director
X	Director	XL	Director
XI	Director	XLI	Secretary
XII	Director	XLII	Director
XIII	Secretary	XLIII	Chairman of
XIV	Director	XLIV	Committee
XV	Secretary	XLV	Secretary
XVI	Supervisor	XLVI	Director
XVII	Director	XLVII	Director
XVIII	Director	XLVIII	Director
XX	Secretary	XLIX	Director
XXI	Secretary	L	Director
XXII	Head	LI	Director
XXIII	Director	LII	Director
XXIV	Director	LIII	Director
XXV	Director	LIV	Director
XXVI	Director	LV	Director
XXVII	Director	LVI	Director
XXVIII	Director	LVII	Director
XXIX	Director	LVIII	Director
XXX	None	LIX	Director

Numbers XIX and XL did not answer question.

42 institutions answered "Director."

10 institutions answered "Secretary."

2 institutions answered "None."

1 institution answered "Supervisor."

1 institution answered "Head."

1 institution answered "Chairman of committee."

\*Institution may be identified in Appendix B.

In 42 institutions the person in charge of correspondence study is known as "director." Ten other institutions use the title "secretary," 1 uses "supervisor," 1 uses "head," 1 uses "chairman of committee," and 2 have no title for the person directing this work.

21. Does he devote full time to the correspondence-study department? (Replies received, 96.6 per cent. See Table XIX.)

TABLE XIX.

(Question 21.)

Does person in charge of correspondence study devote full time to the work?  
(57 institutions.)

INSTITUTION.*	Policy.	INSTITUTION.*	Policy.
I	No	XXXI	No
II	No	XXXII	No
III	No	XXXIII	No
IV	No	XXXIV	No
V	No	XXXV	No
VI	No	XXXVI	No
VII	No	XXXVII	No
VIII	No	XXXIX	No
IX	Yes	XL	No
X	No	XLI	No
XI	No	XLII	No
XII	Yes	XLIII	No
XIII	Yes	XLIV	No
XIV	No	XLV	No
XV	Yes	XLVI	No
XVI	No	XLVII	No
XVII	No	XLVIII	No
XVIII	No	XLIX	No
XX	Yes	L	No
XXI	No	LI	No
XXII	No	LII	No
XXIII	No	LIII	No
XXIV	No	LIV	No
XXV	No	LV	No
XXVI	No	LVI	No
XXVII	No	LVII	No
XXVIII	No	LVIII	No
XXIX	No	LIX	No
XXX	No		

Numbers XIX and XXXVII did not answer question.

5 institutions answered "Yes" (9 per cent).

52 institutions answered "No" (91 per cent).

\*Institution may be identified in Appendix B.

In only 5 institutions does the person in charge of correspondence study devote full time to this department.

22. If answer to question 21 is "No," what per cent of his time is given to the correspondence-study department? (Replies received, 90 per cent of these not answering "Yes" to question 21. See Table XX.)

TABLE XX.

(Question 22.)

Per cent of time given to direction of correspondence study.

(48 institutions.)

INSTITUTION.*	Per cent.	INSTITUTION.*	Per cent.
I	12.5	XXXIII	25
II	50	XXXIV	20
III	25	XXXV	25
IV	50	XXXVI	10
V	33.3	XXXVIII	25
VII	25	XXXIX	50
VIII	50	XLII	12.5
IX	100	XLIII	75
X	50	XLIV	33.3
XII	100	XLV	25
XIII	100	XLVI	50
XIV	60	XLVII	50
XV	100	XLVIII	40
XVI	50	XLIX	25
XVIII	25	L	Varies
XX	100	LI	20
XXI	75	LII	10
XXIII	50	LIII	25
XXVI	50	LIV	Varies
XXVII	20	LV	20
XXVIII	33.3	LVI	25
XXIX	33.3	LVII	50
XXX	20	LVIII	20
XXXI	30	LIX	Small

Numbers VI, XI, XVII, XIX, XXII, XXIV, XXV, XXXII, XXXVII, XL and XLI did not answer question.

2 institutions answered "Varies."

1 institution answered "Small."

Range, 10 to 100. Mean, 41.7.

\* Institution may be identified in Appendix B.

Eleven institutions answered "50 per cent," 10 answered "25 per cent," and the others range from 10 to 100 per cent. The mean of this distribution is 41.7, with a standard deviation of 25.4. Two institutions answered "Varies" and 1 answered "Small."



23. If he holds another position also, what is the title of this other position? (Replies received, 94.4 per cent of those not answering "Yes" to question 21. See Table XXI.)

TABLE XXI.

(Question 23.)

Title of other position held by person in charge of correspondence.

(51 institutions.)

INSTITUTION.*	Title.	INSTITUTION.*	Title.
I . . .	Registrar.	XXXIII . . .	Instructor—Registrar.
II . . .	Appointment.	XXXIV . . .	Instructor in Psychology.
III . . .	Instructor in Education.	XXXV . . .	Registrar.
IV . . .	Director of Extension.	XXXVI . . .	Registrar.
V . . .	Instructor.	XXXIX . . .	Director of Extension, Alumni secretary.
VI . . .	Director of Extension.	XL . . .	Instructor.
VII . . .	Instructor in Education.	XLI . . .	Dean of Men.
VIII . . .	Placement secretary, Alumni secretary.	XLII . . .	Secretary of Extension.
X . . .	Manager Student Union.	XLIII . . .	Dean of Women.
XI . . .	Dean and Registrar.	XLIV . . .	Instr. in Modern Language.
XIV . . .	Instructor.	XLV . . .	Registrar.
XVI . . .	Field Worker.	XLVI . . .	Director of Public Service.
XVII . . .	Registrar.	XLVII . . .	Instructor in English.
XVIII . . .	Instructor in Education.	XLVIII . . .	Instructor in Mathematics.
XXI . . .	Office secretary.	XLIX . . .	Registrar.
XXII . . .	Instr. in Modern Language.	L . . .	Director of Extension and Instructor in Commerce.
XXIII . . .	Instructor in Education.	LI . . .	Instructor in Education.
XXIV . . .	Appointment.	LII . . .	Registrar—Appointment.
XXV . . .	Librarian.	LIII . . .	Graduate student.
XXVI . . .	Instructor in Science.	LIV . . .	Assistant to president.
XXVII . . .	Instructor in Geography.	LV . . .	Instructor in Social Science.
XXVIII . . .	Registrar.	LVI . . .	Instructor in Chemistry.
XXIX . . .	Dean.	LVII . . .	Director of Extension.
XXX . . .	Registrar.	LVIII . . .	Instr. in English and History.
XXXI . . .	Secretary to president.	LIX . . .	Principal Junior High School.
XXXII . . .	Registrar.		

Numbers XIX, XXXVII and XXXVIII did not answer question.

Numbers IX, XII, XIII, XV and XX give full time to correspondence study department.

\*Institution may be identified in Appendix B.

Nine institutions combine the administration of correspondence study with the position of registrar, 5 with instructor in education, 3 with director of extension, 3 with instructor, 2 with director of appointment bureau, 2 with dean, and 2 with instructor of modern languages. Twenty-five institutions have other combinations, no one of which is like that of any other institution.

24. Has he had any specific, formal training in the organization and administration of correspondence study? (Experience in this work not to be counted as formal training.) (Replies received, 94.9 per cent. See Table XXII.)

TABLE XXII.

(Question 24.)

Has person in charge of correspondence study had any formal training in this work?

(55 institutions.)

INSTITUTION.*	Answer.	INSTITUTION.*	Answer.
I.....	No	XXXI.....	No
II.....	No	XXXII.....	No
III.....	No	XXXIII.....	No
IV.....	No	XXXIV.....	No
V.....	No	XXXV.....	No
VI.....	No	XXXVI.....	No
VII.....	No	XXXVII.....	No
VIII.....	No	XXXVIII.....	No
IX.....	No	XXXIX.....	No
X.....	No	XL.....	No
XI.....	No	XLI.....	No
XII.....	No	XLII.....	No
XIII.....	No	XLIII.....	No
XIV.....	No	XLIV.....	No
XV.....	No	XLV.....	No
XVI.....	Yes	XLVII.....	No
XVII.....	No	XLVIII.....	No
XX.....	No	XLIX.....	No
XXI.....	No	L.....	No
XXII.....	No	LI.....	No
XXIII.....	No	LII.....	No
XXIV.....	No	LIII.....	No
XXV.....	No	LIV.....	No
XXVI.....	No	LV.....	No
XXVII.....	No	LVI.....	No
XXVIII.....	No	LVII.....	No
XXIX.....	No	LVIII.....	No
XXX.....	No	LIX.....	No

Numbers XVII, XIX, XXXVII and XLVI did not answer question.

1 institution answered "Yes" (2 per cent).  
54 institutions answered "No" (98 per cent).

\*Institution may be identified in Appendix B.

Fifty-four institutions stated that the person in charge of correspondence study has had no specific, formal training in the organization and administration of this work. Only one institution answered the question in the affirmative. (See question 25, below.)

25. If so, list the courses below. (Replies received, 1.6 per cent.)

The single answer received states that the person in charge of correspondence study is now engaged in preparing a master's thesis on the subject of extension work at Harvard University. It does not show that the person has had any college or university courses in the organization and administration of correspondence study.

26. What degrees does he hold? (Replies received, 86.4 per cent See Table XXIII.)

TABLE XXIII.

(Question 26.)

Highest degree held by person in charge of correspondence study.

(51 institutions.)

INSTITUTION.*	Degree.	INSTITUTION.	Degree.
I.....	A. M.	XXXII.....	A. M.
II.....	A. M.	XXXIII.....	B. S.
III.....	A. M.	XXXIV.....	A. B.
IV.....	A. M.	XXXV.....	A. B.
V.....	B. S.	XXXVI.....	B. S.
VI.....	A. M.	XXXVII.....	A. B.
VII.....	A. M.	XXXVIII.....	A. B.
VIII.....	A. B.	XXXIX.....	A. B.
X.....	B. S.	XL.....	B. S.
XI.....	A. M.	XLI.....	A. B.
XII.....	B. S.	XLII.....	A. M.
XIII.....	A. B.	XLIII.....	Ph. D.
XIV.....	A. B.	XLIV.....	None.
XV.....	A. M.	XLV.....	A. B.
XVII.....	A. B.	XLVI.....	A. B.
XVIII.....	A. M.	XLVII.....	A. M.
XX.....	A. B.	XLVIII.....	A. M.
XXII.....	Ph. M.	XLIX.....	A. M.
XXIII.....	A. M.	LI.....	A. B.
XXIV.....	None.	LII.....	B. S.
XXV.....	A. M.	LIII.....	A. M.
XXVI.....	B. S.	LIV.....	A. M.
XXVII.....	A. B.	LV.....	A. M.
XXVIII.....	A. B.	LVI.....	A. B.
XXIX.....	B. E.	LVII.....	A. M.
XXX.....	None.	LVIII.....	A. M.
		LIX.....	A. M.

Numbers IX, XVI, XIX, XXI, XXXI, XXXVII, XLII and L did not answer question.

22 institutions answered "A. M."  
 15 institutions answered "A. B."  
 8 institutions answered "B. S."  
 3 institutions answered "None."

1 institution answered "Ph. M."  
 1 institution answered "B. E."  
 1 institution answered "Ph. D."

\*Institution may be identified in Appendix B.

The answers to this question indicate that 22 persons in charge of correspondence study hold the A. M. degree, 15 hold the A. B. degree, 8 hold the B. S. degree, 3 hold no degree, 1 holds the Ph. D. degree, 1 holds the Ph. M. degree, and 1 holds the B. E. degree.

27. Does he grade any manuscripts? (Replies received, 96.6 per cent. See Table XXIV.)

TABLE XXIV.

(Question 27.)

Does person in charge of correspondence study grade any manuscripts?  
(57 institutions.)

INSTITUTION.*	Answer.	INSTITUTION.*	Answer.
I.....	No	XXXI.....	No
II.....	No	XXXII.....	No
III.....	No	XXXIII.....	No
IV.....	Yes	XXXIV.....	Yes
V.....	No	XXXV.....	No
VI.....	No	XXXVI.....	No
VII.....	Yes	XXXVII.....	No
VIII.....	No	XXXVIII.....	No
IX.....	No	XXXIX.....	No
X.....	No	XL.....	No
XI.....	No	XLI.....	Yes
XII.....	No	XLII.....	No
XIII.....	No	XLIII.....	No
XIV.....	Yes	XLIV.....	Yes
XV.....	Yes	XLV.....	No
XVI.....	Yes	XLVI.....	No
XVII.....	No	XLVII.....	Yes
XVIII.....	Yes	XLVIII.....	Yes
XX.....	No	XLIX.....	No
XXI.....	No	L.....	No
XXII.....	No	LI.....	No
XXIII.....	Yes	LII.....	Yes
XXIV.....	No	LIII.....	Yes
XXV.....	No	LIV.....	No
XXVI.....	Yes	LV.....	Yes
XXVII.....	Yes	LVI.....	No
XXVIII.....	No	LVII.....	No
XXIX.....	No	LVIII.....	Yes
XXX.....	No	LIX.....	Yes

Numbers XIX and XXXVII did not answer question.

19 institutions answered "Yes" (33 per cent).

38 institutions answered "No" (67 per cent).

\*Institution may be identified in Appendix B.

These replies indicate that 19 persons in charge of correspondence study do some manuscript grading and 38 do not.

28. If answer to question 27 is "Yes," approximately what per cent of his time is devoted to grading? (Replies received, 57.1 per cent of those not answering "No" to question 27. See Table XXV.)

TABLE XXV.

(Question 28.)

Per cent of time of person in charge of correspondence study devoted to grading manuscripts.

(12 institutions.)

INSTITUTION.*	Per cent.	INSTITUTION.*	Per cent.
VII.....	1	XLVII.....	10
XIV.....	5	XLVIII.....	1
XVI.....	1	LII.....	2
XXVI.....	10	LV.....	20
XXXIV.....	15	LVIII.....	10
XLI.....	20	LIX.....	Small

Numbers IV, XV, XVIII, XIX, XXIII, XXVII, XXXVII, XLIV and LIII did not answer question.

1 institution answered "Small."  
38 institutions indicated "None." (See Table XXIII.)

Range, 1 to 20. Mean, 8.6.

\*Institution may be identified in Appendix B.

Two persons in charge of correspondence study devote 20 per cent of their time to the grading of manuscripts, while 9 others devote lesser amounts of time to this work. The range of this distribution is 1 to 20 per cent, the mean is 8.6 per cent and the standard deviation is 6.9. One institution answered "small."

29. Does he prepare any of the outlines? (Replies received, 94.9 per cent. See Table XXVI.)

TABLE XXVI.

(Question 29.)

Does person in charge of correspondence study prepare any outlines?

(56 institutions.)

INSTITUTION.*	Answer.	INSTITUTION.*	Answer.
I	No	XXX	No
II	No	XXXI	No
III	No	XXXII	No
IV	Yes	XXXIV	Yes
V	No	XXXV	No
VI	No	XXXVI	No
VII	Yes	XXXVIII	No
VIII	No	XXXIX	No
IX	No	XL	No
X	No	XLI	Yes
XI	No	XLII	No
XII	No	XLIII	No
XIII	No	XLIV	Yes
XIV	No	XLV	No
XV	No	XLVI	No
XVI	Yes	XLVII	Yes
XVII	No	XLVIII	Yes
XVIII	No	XLIX	No
XX	No	L	No
XXI	No	LI	No
XXII	Yes	LII	Yes
XXIII	Yes	LIII	Yes
XXIV	No	LIV	No
XXV	No	LV	Yes
XXVI	No	LVI	No
XXVII	Yes	LVII	No
XXVIII	No	LVIII	Yes
XXIX	No	LIX	Yes

Numbers XIX, XXXIII and XXXVII did not answer question.

16 institutions answered "Yes" (29 per cent).

40 institutions answered "No" (71 per cent).

\*Institution may be identified in Appendix B.

These replies indicate that 16 persons in charge of correspondence study prepare some of the outlines for the courses and 40 do not.

30. If answer to question 29 is "Yes," approximately what per cent of his time is devoted to preparing outlines? (Replies received, 52.5 per cent of those not answering "No" to question 29. See Table XXVII.)

TABLE XXVII.

(Question 30.)

Per cent of time of person in charge of correspondence study devoted to preparing outlines.

(10 institutions.)

INSTITUTION.*	Per cent.	INSTITUTION.*	Per cent.
VII.....	1	XLVIII.....	1
XXXIV.....	3	LII.....	2
XLI.....	Small	LIII.....	10
XLIV.....	8	LV.....	6
XLVII.....	1	LIX.....	Small

Numbers IV, XVI, XIX, XXII, XXIII, XXVII, XXXIII, XXXVII and LVIII did not answer question.

2 institutions answered "Small."

40 institutions indicated "None." (See Table XXV.)

Range, 1 to 10. Mean, 4.

\*Institution may be identified in Appendix B.

One person in charge of correspondence study devotes 10 per cent of his time to the preparing of outlines and 7 others devote lesser amounts of their time to this work. The range of this distribution is 1 to 10 per cent, the mean is 4 per cent and the standard deviation is 3.3. Two institutions answered "small."

III. ENROLLMENT OF STUDENTS.

31. How many students were enrolled on February 15, 1929, in (a) residence courses for college credit; (b) residence courses for high-school credit; (c) correspondence-study courses for college credit; (d) correspondence-study courses for high-school credit; (e) correspondence-study courses for no credit? (Replies received: (a) 83 per cent; (b) 76.3 per cent; (c) 90 per cent; (d) 84.7 per cent; (e) 83 per cent. See Table XXVIII.)

TABLE XXVIII.

(Question 31.)

Enrollment on February 15, 1929, in—

- (a) residence classes for college credit;
- (b) residence classes for high school credit;
- (c) correspondence courses for college credit;
- (d) correspondence courses for high school credit;
- (e) correspondence courses for no credit.

(55 institutions.)

INSTITUTION.*	a	b	c	d	e
I	300	13	80	0	0
II	517	100	1,117	284	57
III	368	0	228	0	1
IV	1,554	179	869	6	0
V	250	50	100	25	0
VI	412	0	0	0	0
VII	960	0	345	0	0
VIII	1,337	0	729	0	0
IX	2,117	20	246	0	0
X	1,372	0	948	7	3
XI	532	0	698	75	3
XIV			169	199	0
XV	1,056	0	277	0	0
XVI	151				
XVII	2,103	0	888	0	0
XVIII	290		980		
XIX	2,087	292	759	0	0
XX	553	0	111	4	0
XXI	485	141	201	8	0
XXII	625	0	87	0	0
XXIII	537	110	245	1	0
XXIV	870	0	1,376	0	0
XXVI		0	347	38	0
XXVIII	754	111	266	1	0
XXIX	557	147	131	0	0
XXX	603	20	145	2	0
XXXI			175		0
XXXII	155	200	236	55	0
XXXIII		0		0	0
XXXIV			16	10	
XXXV	280	0	55	0	0
XXXVI	586		100		
XXXVII	801	0	258	0	0
XXXVIII	1,303	364	409	0	0
XXXIX			414	100	
XL			4		
XLI	8	0	200	9	0
XLII	400	0	25	3	0
XLIII	210		120	62	
XLIV	900		800	0	0
XLV	238	97	69	0	0
XLVI	808	154	351	6	0



INSTITUTION.*	a	b	c	d	e
XLVII.....	799	144	450	20	0
XLVIII.....	390	0	120	0	0
XLIX.....	494	0	345	0	0
L.....	900	.....	63	.....	0
LI.....	825	0	210	0	0
LII.....	615	0	40	0	0
LIII.....	60	0	25	0	0
LIV.....	249	13	28	5	0
LV.....	190	0	68	0	0
LVI.....	208	0	174	20	0
LVII.....	1,135	0	274	11	0
LVIII.....	333	0	18	3	0
LIX.....	670	0	165	0	0
Totals.....	32,947	2,155	16,554	945	64

Numbers XII, XIII, XXV and XXVII did not answer question.

- (a) 49 institutions report 32,947 students in residence classes for college credit.
- (b) 45 institutions report 2,155 students in residence classes for high school credit.
- (c) 53 institutions report 16,554 students in correspondence courses for college credit.
- (d) 50 institutions report 945 students in correspondence courses for high school credit.
- (e) 49 institutions report 64 students in correspondence courses for no credit.

\*Institution may be identified in Appendix B.

Forty-nine institutions have 32,947 resident students enrolled for college credit; 45 institutions have 2,155 resident students enrolled for high-school credit; 53 institutions have 16,554 correspondence-study students enrolled for college credit; 50 institutions have 945 correspondence-study students enrolled for high-school credit; and 49 institutions have 64 correspondence-study students enrolled for no credit. These totals include all institutions answering the question. Many of them reported no students enrolled in some of the divisions. Only 4 institutions have students enrolled in (e) correspondence study for no credit. These institutions are: Arkansas State Teachers College, Conway, Ark., 57 students; Kansas State Teachers College, Emporia, Kan., 3 students; Kansas State Teachers College, Hays, Kan., 3 students; and Western State Teachers College, Gunnison, Colo., 1 student.

32. How many students completed correspondence-study courses during the last year? (Use school year, fiscal year, calendar year, or any other 12-month period used in your records.) (Replies received, 86.4 per cent. See Table XXIX.)

TABLE XXIX.

(Question 32.)

Number of students completing correspondence courses during last 12-month period.

(51 institutions.)

INSTITUTION.*	Completions.	INSTITUTION.*	Completions.
I.....	79	XXXIV.....	27
II.....	1,796	XXXV.....	98
IV.....	1,538	XXXVI.....	121
V.....	125	XXXVII.....	376
VI.....	53	XXXVIII.....	523
VII.....	448	XXXIX.....	588
VIII.....	467	XL.....	3
IX.....	233	XLI.....	230
X.....	670	XLII.....	80
XI.....	817	XLIII.....	101
XIII.....	1,400	XLIV.....	1,400
XV.....	434	XLVI.....	185
XVI.....	28	XLVII.....	520
XVII.....	570	XLVIII.....	200
XIX.....	575	XLIX.....	110
XX.....	140	L.....	50
XXI.....	208	LI.....	150
XXII.....	148	LII.....	34
XXIII.....	188	LIII.....	42
XXIV.....	1,071	LIV.....	34
XXV.....	468	LV.....	86
XXVI.....	982	LVI.....	178
XXVIII.....	251	LVII.....	55
XXIX.....	151	LVIII.....	67
XXX.....	126	LIX.....	168
XXXII.....	428		

Numbers III, XII, XIV, XVIII, XXVII, XXXI, XXXIII and XLV did not answer question.

51 institutions reported 18,820 students completing correspondence courses during last 12-month period.

\*Institution may be identified in Appendix B.

Replies from 51 institutions show that a total of 18,820 students completed correspondence-study courses during the last 12-month period.

33. What are the inclusive dates of this period? (Replies received, 84.7 per cent.)

Fifty of the 51 institutions replying to question 32 indicated that the 12-month period referred to lies between September 1, 1927, and February 1, 1929. Nine institutions did not answer the question.

34. What was the total number of enrollments received during this twelve-month period? (Count each course issued as one enrollment.) (Replies received, 83 per cent. See Table XXX.)

TABLE XXX.

(Question 34.)

Number of enrollments in correspondence courses during last 12-month period.  
(49 institutions.)

INSTITUTION.*	Enrollments.	INSTITUTION.*	Enrollments.
I	85	XXXIV	34
II	2,245	XXXV	118
IV	1,986	XXXVI	170
V	318	XXXVII	388
VI	53	XXXVIII	550
VII	386	XXXIX	900
VIII	602	XL	6
IX	299	XLI	352
X	968	XLII	90
XI	1,151	XLIII	182
XIII	1,644	XLIV	1,550
XV	525	XLVI	280
XVII	1,333	XLVII	650
XIX	933	XLVIII	415
XX	307	XLIX	375
XXI	242	LI	395
XXII	174	LII	54
XXIII	283	LIII	60
XXIV	1,231	LIV	45
XXV	638	LV	94
XXVI	897	LVI	208
XXVIII	308	LVII	225
XXIX	167	LVIII	95
XXX	172	LIX	200
XXXII	543		

Numbers III, XII, XIV, XVI, XVIII, XXVII, XXXI, XXXIII, XLV and L did not answer question.

49 institutions reported 24,933 enrollments in correspondence courses during the last 12-month period.

\*Institution may be identified in Appendix B.

Replies from 49 institutions show that a total of 24,933 enrollments were received during the last 12-month period.

35. Do you believe the answers to questions 32 and 34 will give a fair index to the per cent of enrollments that are carried through to completion? (Replies received, 74.6 per cent. See Table XXXI.)

TABLE XXXI.

(Question 35.)

Opinion as to whether number of students completing correspondence courses in 12-month period compared with number of students enrolling for correspondence courses during same period yields a fair index to per cent of enrollments carried through to completion.

(44 institutions.)

INSTITUTION.*	Opinion.	INSTITUTION.*	Opinion.
I	Yes	XXXVI	Yes
II	Yes	XXXVII	Yes
IV	No	XXXVIII	Yes
V	Yes	XXXIX	Yes
VII	Yes	XL	Yes
VIII	Yes	XLI	No
IX	Yes	XLII	Yes
X	Yes	XLIII	Yes
XI	Yes	XLIV	Yes
XIII	Yes	XLVI	Yes
XVII	Yes	XLVII	Yes
XIX	Yes	XLVIII	Yes
XXI	Yes	XLIX	Yes
XXIII	Yes	LI	Yes
XXIV	Yes	LII	Yes
XXVI	No	LIII	Yes
XXVIII	Yes	LIV	Yes
XXIX	Yes	LV	Yes
XXX	Yes	LVI	Yes
XXXII	Yes	LVII	No
XXXIV	Yes	LVIII	Yes
XXXV	Yes	LIX	Yes

Numbers III, VI, XII, XIV, XV, XVIII, XX, XXII, XXV, XXVII, XXXI and XXXIII did not answer question.

Numbers XVI, XLV and L answered "Yes," but answers are not tabulated above because these institutions did not answer both questions 32 and 34. (See Tables XXVIII and XXIX.)

40 institutions answered "Yes" (91 per cent).

4 institutions answered "No" (9 per cent).

\*Institution may be identified in Appendix B.

Forty institutions answered this question affirmatively. Only 4 negative answers were received.

## IV. SOME FINANCIAL ASPECTS.

36. What is the annual salary of the person in charge of correspondence study? (Replies received, 83 per cent. See Table XXXII.)

TABLE XXXII.

(Question 36.)

Annual salary of person in charge of correspondence study.

(49 institutions.)

INSTITUTION.*	Salary.	INSTITUTION.*	Salary.
I.....	\$2,928	XXXII.....	\$3,500
II.....	2,830	XXXIII.....	2,040
III.....	3,500	XXXIV.....	2,500
IV.....	3,000	XXXV.....	2,340
V.....	2,200	XXXVI.....	2,220
VI.....	3,500	XXXVIII.....	3,360
VII.....	3,200	XXXIX.....	3,000
VIII.....	3,600	XL.....	1,700
IX.....	765	XLI.....	3,300
X.....	2,600	XLII.....	960
XI.....	4,000	XLIII.....	2,800
XIII.....	3,400	XLIV.....	4,800
XIV.....	3,600	XLV.....	2,000
XV.....	2,470	XLVI.....	3,000
XVI.....	3,600	XLVII.....	3,600
XVII.....	2,200	XLVIII.....	3,600
XVIII.....	4,500	XLIX.....	3,100
XX.....	1,800	LI.....	2,900
XXI.....	1,530	LIII.....	Fees
XXIII.....	2,600	LIV.....	3,500
XXIV.....	2,100	LV.....	2,760
XXVII.....	3,500	LVI.....	2,280
XXVIII.....	2,160	LVII.....	4,000
XXIX.....	3,960	LVIII.....	4,000
XXX.....	1,680		

Numbers XII, XIX, XXII, XXV, XXVI, XXXI, XXXVII, L, LII and LIX did not answer question.

Range, \$765 to \$4,800. Mean, \$2,885.06.

\*Institution may be identified in Appendix B.

The range of this distribution of 48 replies is \$765 to \$4,800. The mean is \$2,885.06 and the standard deviation is 866.01. One institution answered "fees."

37. How many months' work does this salary cover? (Replies received, 80 per cent. See Table XXXIII.)

TABLE XXXIII.

(Question 37.)

Number of months comprising year's work of person in charge of correspondence study.

(47 institutions.)

INSTITUTION.*	Months.	INSTITUTION.*	Months.
I.....	12	XXXIV.....	10
II.....	12	XXXV.....	12
IV.....	11	XXXVI.....	11
V.....	10.5	XXXVIII.....	12
VI.....	11	XXXIX.....	11
VIII.....	12	XL.....	12
IX.....	9	XLI.....	10.5
X.....	11	XLII.....	12
XI.....	12	XLIII.....	10.5
XIII.....	12	XLIV.....	12
XIV.....	12	XLV.....	12
XV.....	12	XLVI.....	12
XVI.....	10	XLVII.....	12
XVII.....	12	XLVIII.....	12
XVIII.....	12	XLIX.....	12
XX.....	12	LI.....	12
XXI.....	9	LII.....	12
XXIII.....	11	LIII.....	10
XXIV.....	12	LIV.....	12
XXVII.....	12	LV.....	12
XXVIII.....	9	LVI.....	12
XXX.....	12	LVII.....	12
XXXII.....	12	LVIII.....	12
XXXIII.....	12		

Numbers III, VII, XII, XIX, XXII, XXV, XXVI, XXIX, XXXI, XXXVII, L and LIX did not answer question.

32 institutions answered "12."  
 6 institutions answered "11."  
 3 institutions answered "10.5."

3 institutions answered "10."  
 3 institutions answered "9."

Range, 9 to 12. Mean, 11.4.

\*Institution may be identified in Appendix B.

In 32 institutions the person in charge of correspondence study receives a salary on the basis of 12 months; in 6 institutions, 11 months; in 3 institutions, 10.5 months; in 3 institutions, 10 months; and in 3 institutions, 9 months. The average is 11.4 months.

38. What per cent of this salary is charged against the correspondence-study department? (Replies received, 64.4 per cent. See Table XXXIV.)

TABLE XXXIV.

(Question 38.)

Per cent of director's salary charged against correspondence study department.  
(38 institutions.)

INSTITUTION.*	Per cent.	INSTITUTION.*	Per cent.
I.....	0	XXXII.....	8
II.....	0	XXXIV.....	25
III.....	25	XXXV.....	0
IV.....	50	XXXVI.....	0
V.....	33.3	XXXVIII.....	28
VII.....	25	XXXIX.....	60
VIII.....	50	XL.....	0
IX.....	0	XLI.....	0
X.....	50	XLII.....	12.5
XIII.....	0	XLV.....	0
XV.....	100	XLVII.....	50
XVIII.....	0	XLVIII.....	0
XXI.....	100	LI.....	0
XXIV.....	0	LIII.....	100
XXV.....	0	LIV.....	0
XXVII.....	5	LV.....	0
XXVIII.....	0	LVI.....	0
XXIX.....	33.3	LVII.....	25
XXX.....	0	LVIII.....	0

Numbers VI, XI, XII, XIV, XVI, XVII, XIX, XX, XXII, XXIII, XXVI, XXXI, XXXIII, XXXVII, XLIII, XLIV, XLVI, XLIX, L, LII and LIX did not answer question.

Range, 0 to 100. Mean, 20.5.

\*Institution may be identified in Appendix B.

Twenty institutions answered "None," while 3 others indicated that 100 per cent of this salary is charged against the correspondence-study department. The other replies are widely scattered. The average is 20.5 per cent.

39. Is the correspondence-study department independent financially, *i. e.*, does the income from fees equal the cost of administration, instruction, revision of courses, supplies, etc.? (Do not consider the cost of buildings, rent, heat, light, and similar charges.) (Replies received, 91.5 per cent. See Table XXXV.)

TABLE XXXV.

(Question 39.)

Is correspondence study department independent financially?

(54 institutions.)

INSTITUTION.*	Answer.	INSTITUTION.*	Answer.
I.....	No	XXIX.....	Yes
II.....	No	XXX.....	No
III.....	Yes	XXXI.....	Yes
IV.....	No	XXXII.....	Yes
V.....	Yes	XXXIV.....	No
VI.....	No	XXXV.....	No
VII.....	Yes	XXXVI.....	No
VIII.....	Yes	XXXVII.....	Yes
IX.....	No	XXXVIII.....	No
X.....	No	XXXIX.....	Yes
XI.....	No	XL.....	No
XII.....	Yes	XLI.....	No
XIII.....	Yes	XLII.....	Yes
XIV.....	Yes	XLIII.....	No
XV.....	No	XLIV.....	Yes
XVI.....	No	XLV.....	Yes
XVII.....	No	XLVII.....	Yes
XVIII.....	Yes	XLVIII.....	Yes
XIX.....	No	L.....	No
XX.....	Yes	LI.....	Yes
XXI.....	No	LII.....	Yes
XXII.....	Yes	LIII.....	Yes
XXIII.....	No	LIV.....	Yes
XXIV.....	Yes	LVI.....	Yes
XXV.....	Yes	LVII.....	Yes
XXVI.....	Yes	LVIII.....	Yes
XXVII.....	Yes	LIX.....	Yes
XXVIII.....	Yes		

Numbers XXII, XXXIII, XLVI, XLIX and LIV did not answer question.

32 institutions answered "Yes" (60 per cent).  
22 institutions answered "No" (40 per cent).

\*Institution may be identified in Appendix B.

Thirty-two institutions indicated that the fees are sufficient to cover the cost of maintenance of the correspondence-study department, while 22 institutions state that the fees do not cover this cost.



40. If your fee is on the credit-hour basis only, what is it per hour for (a) residents of your state and, (b) for nonresidents of your state? (Replies received, 80 per cent. See Table XXXVI.)

TABLE XXXVI.

(Question 40.)

Fee per credit hour† for (a) residents of the state, and (b) nonresidents of the state.

(47 institutions.)

INSTITUTION.*	Fee (a).	Fee (b).	INSTITUTION.*	Fee (a).	Fee (b).
I.....	\$3.50	\$3.50	XXXII.....	\$2.50	\$2.50
II.....	2.50	2.50	XXXIII.....	2.00	2.00
III.....	2.50	2.50	XXXIV.....	1.75	1.75
IV.....	2.75	2.75	XXXV.....	2.37	2.37
V.....	2.50	2.50	XXXVI.....	2.00	2.00
VII.....	3.75	3.75	XXXVII.....	2.50	2.50
VIII.....	6.25	6.25	XXXVIII.....	4.00	4.00
IX.....	3.00	3.00	XXXIX.....	4.00	4.00
XIII.....	3.50	3.50	XLI.....	2.00	2.00
XIV.....	3.50	3.50	XLIII.....	2.00	2.00
XVIII.....	3.00	3.00	XLIV.....	4.00	4.00
XIX.....	3.00	3.00	XLV.....	2.67	2.67
XX.....	2.50	2.50	XLVI.....	3.33	3.33
XXI.....	4.00	4.00	XLVII.....	2.67	2.67
XXII.....	4.80	4.80	XLVIII.....	3.33	3.33
XXIII.....	3.00	3.00	L.....	4.00	4.00
XXIV.....	3.00	3.00	LII.....	2.50	2.50
XXV.....	5.00	5.00	LIII.....	3.00	3.00
XXVI.....	2.50	2.50	LIV.....	5.00	5.00
XXVII.....	3.00	3.00	LVI.....	5.00	5.00
XXVIII.....	3.00	3.00	LVII.....	5.00	5.00
XXIX.....	3.00	3.00	LVIII.....	4.00	4.00
XXX.....	3.00	3.00	LIX.....	4.00	4.00
XXXI.....	2.75	2.75			

Numbers XII, XVII, XLII and XLIX did not answer question.

Numbers VI, X, XI, XV, XL and LI answered only one part of question.

Numbers XVI and LIV do not permit the enrollment of students who are nonresidents of the state.

Range, \$1.75 to \$6.25. Mean, \$3.25.

†Credit hour is either semester hour or quarter hour.

\*Institution may be identified in Appendix B.

In every case where both parts of the question were answered the fee is the same for both residents and nonresidents of the state. Two institutions indicated that enrollments from nonresidents of the state are not accepted. The range is \$1.75 to \$6.25 with an average of \$3.25 per credit hour.

V. GENERAL INFORMATION.

41. If you have a distribution of marks given to all students who completed correspondence-study courses during the last 12-month period, what is it in per cents? (Replies received, 40.6 per cent. See Table XXXVII.)

TABLE XXXVII.

(Question 41.)

Distribution of marks given to all students completing correspondence courses during last 12-month period.

(24 institutions.)

INSTITUTION.*	Per cent A	Per cent B	Per cent C	Per cent D	Per cent F
IV.....	22	34	41	3	0
X.....	22	51	22	4	1
XI.....	0	30	57	10	3
XIII.....	6	24	53	5	12
XV.....	12	31	37	13	7
XVII.....	30	50	19	1	.....
XXI.....	5	23	63	8	1
XXII.....	4	24	67	5	0
XXIII.....	5	65	25	5	0
XXIV.....	18	20	44	14	4
XXVI.....	13	40	43	2	2
XXIX.....	20	45	26	4	5
XXX.....	3	77	15	5	0
XXXV.....	30	52	15	2	1
XL.....	5	40	52	0	3
XLIII.....	5	26	50	20	5
XLV.....	20	50	23	5	2
LII.....	25	72	3	.....	.....
LIII.....	18	60	12	8	2
LIV.....	5	19	59	14	3
LV.....	26	34	22	12	6
LVI.....	29	47	17	6	1
LVII.....	26	48	15	6	5
LVIII.....	5	55	31	9	.....

Numbers I, II, III, V, VI, VII, VIII, IX, XII, XIV, XVI, XVIII, XIX, XX, XXV, XXVII, XXVIII, XXXI, XXXII, XXXIII, XXXIV, XXXVI, XXXVII, XXXVIII, XXXIX, XL, XLII, XLIV, XLVI, XLVII, XLVIII, XLIX, LI and LIX did not answer question.

Number L answered the question, but accounted for only 95 per cent of the cases.

\*Institution may be identified in Appendix B.

Wide diversity of practice is noted in each of the mark classifications. Two institutions reported as many as 30 per cent A's and 1 institution reported 0 per cent A's in the distribution. Of the 24 institutions replying to this question 10 assign 20 per cent or more A's to correspondence students; 4 institutions assign between 10 and 19 per cent A's; and 10 institutions assign less than 10 per cent A's.

In the distribution of B's 2 institutions reported more than 70 per cent; 2 institutions reported between 60 and 69 per cent; 5 institutions reported between 50 and 59 per cent; 5 institutions reported between 40 and 49 per cent; 4 institutions reported between 30 and 39 per cent; 5 institutions reported between 20 and 29 per cent; and 1 institution reported less than 20 per cent.

In the distribution of C's 2 institutions reported more than 60 per cent; 5 institutions reported between 50 and 59 per cent; 3 institutions reported be-

tween 40 and 49 per cent; 2 institutions reported between 30 and 39 per cent; 5 institutions reported between 20 and 29 per cent; 6 institutions reported between 10 and 19 per cent; and 1 institution reported less than 10 per cent.

In the distribution of D's 1 institution reported 20 per cent; 5 institutions reported between 10 and 14 per cent; 10 institutions reported between 5 and 9 per cent; and 7 institutions reported 4 per cent or less.

In the distribution of F's 1 institution reported 12 per cent; 1 institution reported between 7 and 9 per cent; 5 institutions reported between 4 and 6 per cent; and 15 institutions reported 3 per cent or less.

42. If you have a distribution of marks given to all students who completed resident courses in your institution during the 12-month period mentioned above, what is it in per cents? (Replies received, 32.2 per cent. See Table XXXVIII.)

TABLE XXXVIII.

(Question 42.)

Distribution of marks given to all students completing resident courses during last 12-month period.

(19 institutions.)

INSTITUTION.*	Per cent A	Per cent B	Per cent C	Per cent D	Per cent F
IV.....	11	26	44	14	5
X.....	9	28	44	13	6
XI.....	4	34	48	10	4
XVII.....	11	35	41	10	3
XXI.....	4	20	57	12	7
XXIII.....	10	30	41	14	5
XXIV.....	10	32	42	9	7
XXVI.....	10	32	46	12	0
XXIX.....	11	25	43	16	5
XXXIII.....	18	43	36	1	2
XXXV.....	11	34	40	13	2
XLI.....	14	40	39	6	1
XLII.....	10	25	43	18	4
XLV.....	10	31	39	15	5
L.....	12	34	37	15	2
LI.....	10	20	40	20	10
LIII.....	15	25	50	7	3
LV.....	10	34	42	8	6
LVI.....	10	37	40	12	1

Numbers I, II, III, V, VI, VII, VIII, IX, XII, XIII, XIV, XV, XVI, XVIII, XIX, XX, XXII, XXV, XXVII, XXX, XXXI, XXXII, XXXIV, XXXVI, XXXVII, XXXVIII, XXXIX, XL, XLIII, XLIV, XLVI, XLVII, XLVIII, XLIX, LII, LIV, LVII, LVIII and LIX did not answer question.

Number XXVIII answered the question but accounted for only 82 per cent of the cases.

\*Institution may be identified in Appendix B.

Of the 19 institutions replying to this question 2 institutions reported more than 15 per cent A's assigned; 14 institutions reported between 10 and 14 per cent; 1 institution reported between 5 and 9 per cent and 2 institutions reported 4 per cent or less of A's assigned.

In the distribution of B's 2 institutions reported more than 40 per cent assigned; 2 institutions reported between 35 and 39 per cent; 8 institutions reported between 30 and 34 per cent; 5 institutions reported between 25 and 29 per cent; and 2 reported 20 per cent.

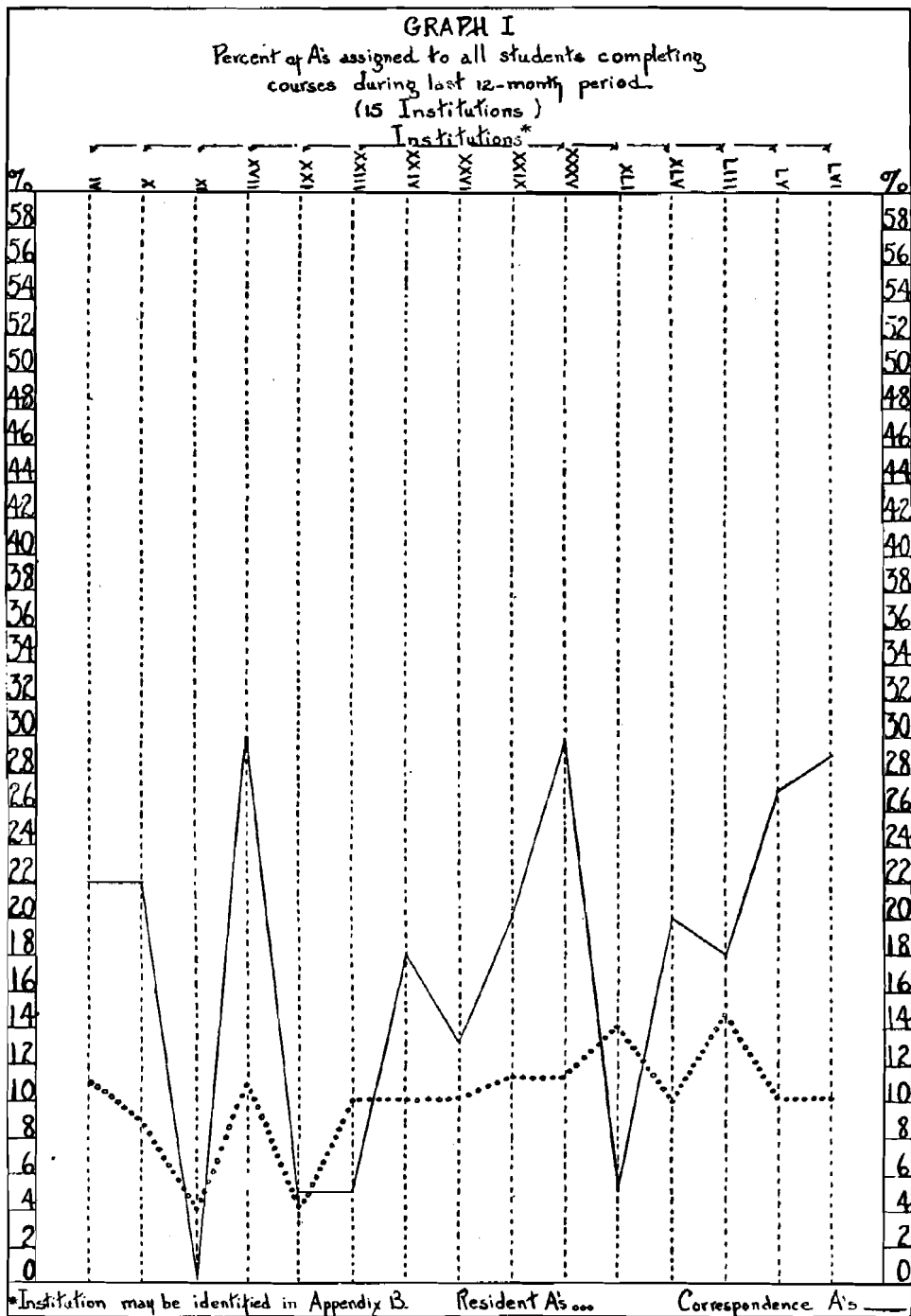
In the distribution of C's 1 institution reported 57 per cent assigned; 1 institution reported 50 per cent; 2 institutions reported between 45 and 49 per cent; 11 institutions reported between 40 and 44 per cent; and 4 institutions reported between 35 and 39 per cent.

In the distribution of D's 1 institution reported 20 per cent assigned; 4 institutions reported between 15 and 19 per cent; 9 institutions reported between 10 and 14 per cent; 4 institutions reported between 5 and 9 per cent; and 1 institution reported 1 per cent.

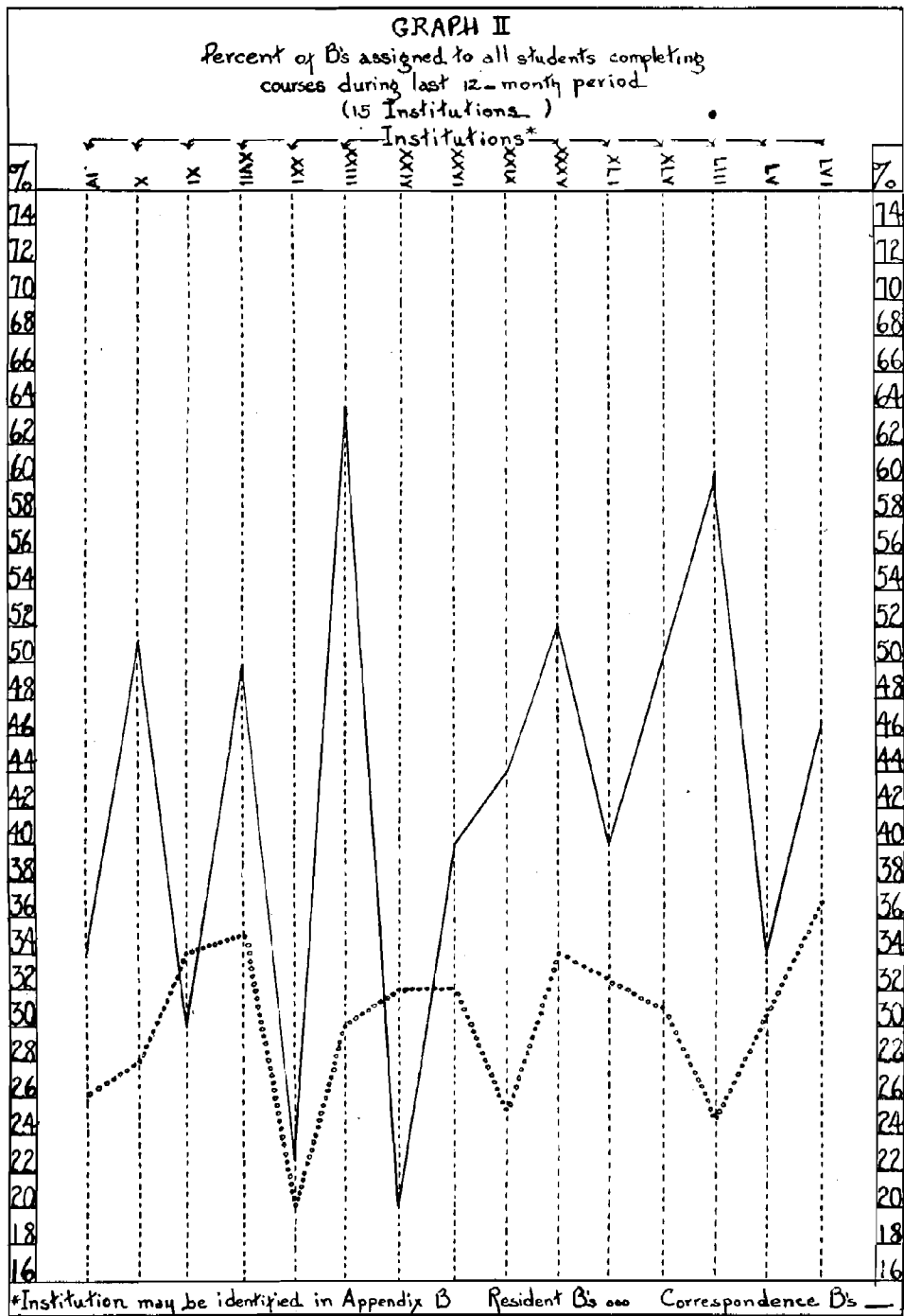
In the distribution of F's 1 institution reported 10 per cent assigned; 2 institutions reported 7 per cent; 8 institutions reported between 4 and 6 per cent; and 8 institutions reported 3 per cent or less.

The per cent of A's assigned to correspondence students sometimes differs widely from the per cent of A's assigned to resident students in the same institution. These differences, as shown by the reports of the 15 institutions answering both questions 41 and 42, may be seen in Graphs I, II, III, IV and V.

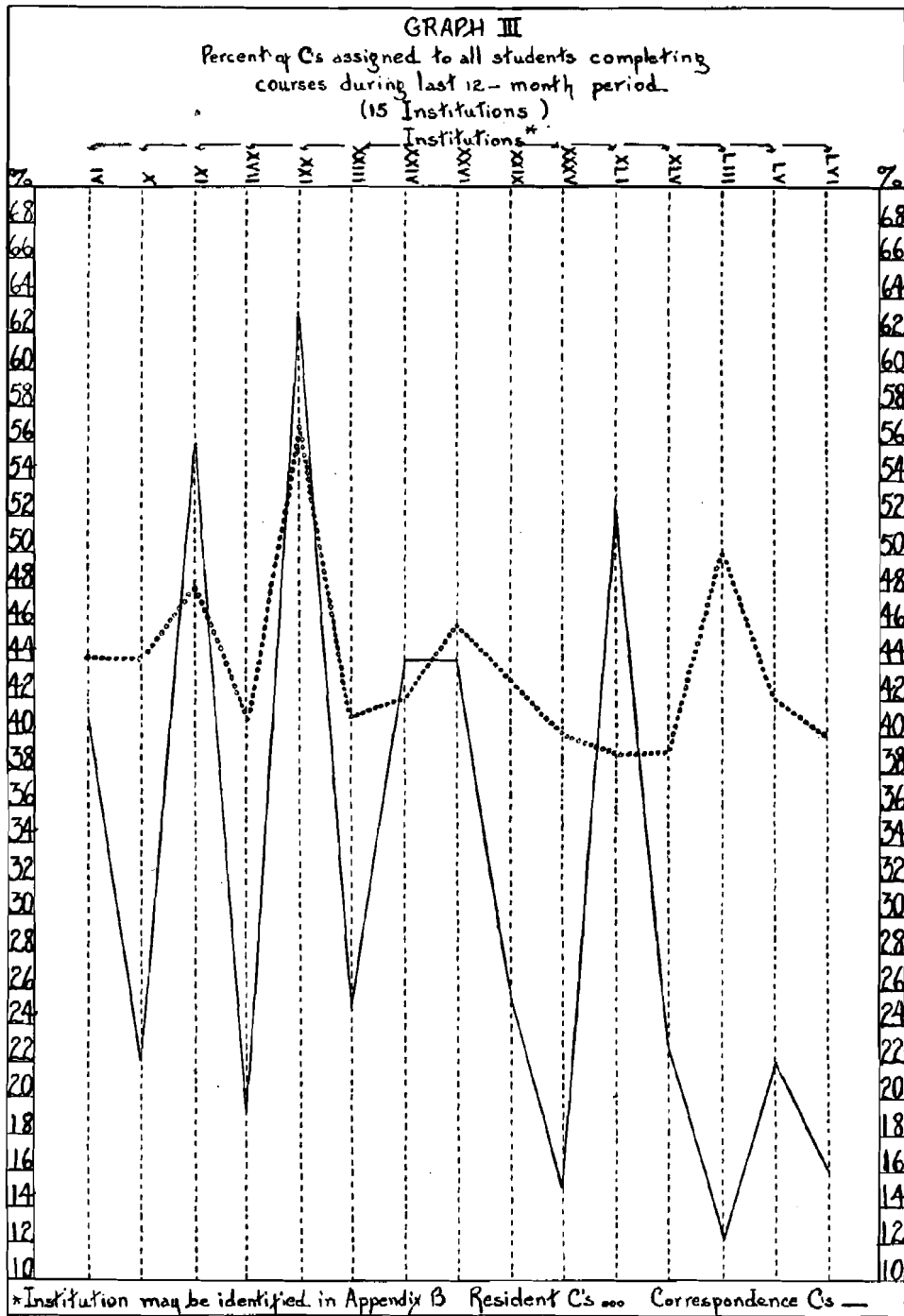
The 2 institutions assigning 30 per cent A's to correspondence students assign 11 per cent A's to resident students. One institution assigning 29 per cent A's to correspondence students assigns 10 per cent A's to resident students. One institution assigning 65 per cent B's to correspondence students assigns 30 per cent B's to resident students. One institution assigning 16 per cent C's to correspondence students assigns 40 per cent C's to resident students. One institution assigning 4 per cent D's to correspondence students assigns 16 per cent D's to resident students. One institution assigning 14 per cent D's to correspondence students assigns 9 per cent D's to resident students. One institution assigning 0 per cent F's to correspondence students assigns 7 per cent F's to resident students, while another institution assigning 1 per cent F's to correspondence students assigns 7 per cent F's to resident students.



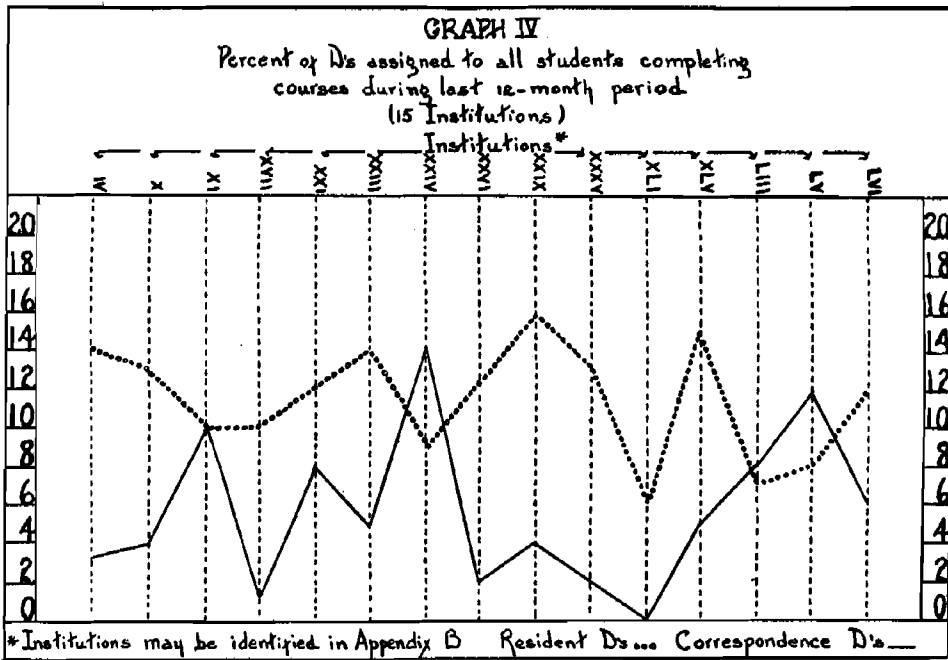
Read graph thus: Institution No. IV assigns 22 per cent A's to correspondence students and 11 per cent A's to resident students. Institution No. X assigns 22 per cent A's to correspondence students and 9 per cent A's to resident students.



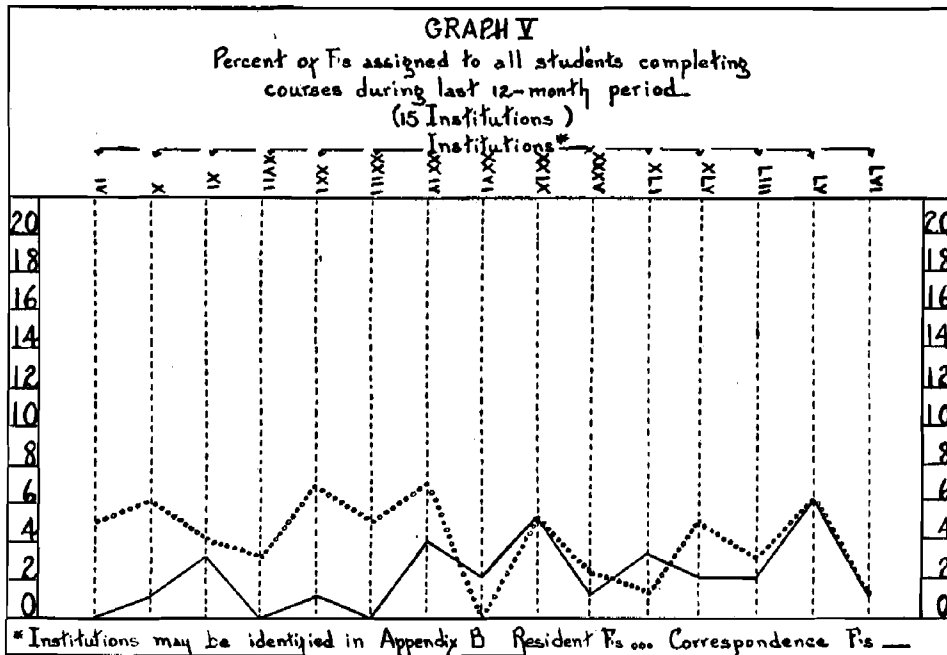
Read graph thus: Institution No. IV assigns 34 per cent B's to correspondence students and 26 per cent B's to resident students. Institution No. X assigns 51 per cent B's to correspondence students and 28 per cent B's to resident students.



Read graph thus: Institution No. IV assigns 41 per cent C's to correspondence students and 44 per cent C's to resident students. Institution No. X assigns 22 per cent C's to correspondence students and 44 per cent C's to resident students.



Read graph thus: Institution No. IV assigns 3 per cent D's to correspondence students and 14 per cent D's to resident students. Institution No. X assigns 4 per cent D's to correspondence students and 13 per cent D's to resident students.



Read graph thus: Institution No. IV assigns 0 per cent F's to correspondence students and 5 per cent F's to resident students. Institution No. X assigns 1 per cent F's to correspondence students and 6 per cent F's to resident students.



43. Is it the goal of the department to have all correspondence-study instruction given by (a) instructors who are teaching the same courses in residence? (b) instructors whose full time will be devoted to the correspondence-study department? (Replies received, (a) 90 per cent, (b) 74.6 per cent. See Table XXXIX.)

TABLE XXXIX.

(Question 43.)

Is goal of department to have all correspondence instruction in charge of—

(a) instructors who teach the same courses in residence; or

(b) instructors who devote full time to correspondence?

(54 institutions.)

INSTITUTION.*	(a)	(b)	INSTITUTION.*	(a)	(b)
I	Yes	No	XXIX	No	Yes
II	Yes	No	XXX	Yes	No
III	Yes	No	XXXI	Yes	
IV	Yes	No	XXXII	Yes	No
V	Yes	No	XXXV	Yes	No
VI	No	Yes	XXXVI	Yes	
VII	Yes		XXXVII	Yes	No
VIII	Yes	No	XXXVIII	Yes	No
IX	Yes	No	XXXIX	Yes	No
X	No	Yes	XL	Yes	No
XI	No	Yes	XLII	Yes	No
XIII	Yes	No	XLIII	Yes	No
XIV	Yes	No	XLIV	Yes	No
XV	No	Yes	XLV	No	Yes
XVI	Yes	No	XLVI	No	Yes
XVII	Yes	No	XLVII	Yes	No
XVIII	Yes		XLVIII	Yes	No
XIX	Yes	No	XLIX	Yes	No
XX	No	Yes	L	Yes	
XXI	Yes	No	LI	Yes	No
XXII		No	LII	Yes	
XXIII	Yes	No	LIII	No policy	
XXIV	No	Yes	LIV	Yes	No
XXV	Yes		LVI	Yes	No
XXVI	Yes	No	LVII	Yes	No
XXVII	Yes		LVIII	Yes	No
XXVIII	No	Yes	LIX	Yes	

Numbers XII, XXXIII, XXXIV, XLI and LIV did not answer question.

(a) 42 institutions answered "Yes."

(b) 34 institutions answered "No."

(a) 10 institutions answered "No."

Number LIII answered "No policy."

(b) 10 institutions answered "Yes."

\*Institution may be identified in Appendix B.

In reply to the first part of the question (a), 42 institutions answered "Yes" and 10 answered "No." In reply to the second part of the question (b), 10 institutions answered "Yes" and 34 answered "No." One institution answered "No policy."

## CHAPTER IV.

### SUMMARY AND CONCLUSIONS.

The purpose of this study is to disclose the types of practice prevalent in the administration of certain phases of correspondence study in teachers' colleges and normal schools. The data collected for the study are from an inquiry blank sent to the directors of extension of state teachers' colleges and normal schools in the United States and Hawaii.

Although the history of correspondence study in the United States shows that this method of instruction has been in use sixty years, it was not employed by a teachers' college or normal school until 1905, when Western State Normal School, Kalamazoo, Mich., started offering courses by correspondence. Seven other teachers' colleges and normal schools began the use of this type of instruction before 1912 and 25 others followed before 1920. The greatest number to adopt the plan in any one year is 6, in 1924. On February 16, 1929, 59 of the 157 teachers' colleges and normal schools responding to the inquiry were offering work by correspondence. These figures show that approximately two-thirds of these state institutions are not employing this method of instruction at the present time.

A study of the results yielded by the inquiry blank shows wide diversity of administrative practice among the teachers' colleges and normal schools that are offering correspondence courses. Scarcely more than one-half of these institutions maintain separate departments of correspondence study. There is little uniformity in the number of lessons required per credit hour. Students of some institutions may not send in more than 1 lesson at a time while other schools permit students to send as many as 6 lessons at one time. There is no close relationship between the total number of lessons required for 1 hour of credit and the number a student may send in at one time.

Forty-one of the 59 institutions offering correspondence study restrict the student to active work upon 2 courses at the same time. Only 4 institutions permit simultaneous enrollment in 3 courses, while 12 institutions limit the student to a single course at one time.

Practice concerning the number of lessons that are sent to the student at the time of enrollment is about evenly divided. Twenty-five institutions send the entire outline, while the regulations of 30 others vary from 1 to 10 lessons sent at the time of enrollment.

It seems to be a common agreement that a student should be allowed from 9 to 12 months after enrollment in which to complete a course. Only 1 institution allows more than 12 months, and 8 institutions allow less than 9 months. More nearly uniform is the custom of allowing the student to extend the life of his enrollment by some plan of reinstatement. Fifty-two institutions permit this practice, while 7 do not.

Forty-five institutions require a final examination to complete the course, while 12 do not. Forty-six require a minimum grade on the final examination, if taken, while 10 do not. Thirty-three allow a student to take a second final examination, while 23 do not.

Wide variation of practice is found in regard to the total number of hours that may be earned by correspondence. One institution permits as much as 50 per cent of the total number of hours required for the degree, while 13 restrict the student to a maximum of 12½ per cent. Thirty institutions permit a maximum of 25 per cent.

Practice is divided in the matter of allowing the student to complete the final requirements for the degree by correspondence study. Sixteen institutions permit this practice, while 40 do not. Greater uniformity is found in the practice of prohibiting a student from carrying both resident and correspondence courses in the same institution at the same time. Only 4 institutions permit this practice, while 55 do not. Forty-two institutions, however, permit students to carry correspondence courses while doing resident work at other institutions, providing the consent of the other institutions is obtained. Sixteen institutions do not permit this combination of courses.

The institutions studied are in close agreement in giving equal credit to correspondence and resident courses in the same subject. Fifty-six institutions conform to this practice, while only 3 do not. Fifty-five institutions accept correspondence-study credits from other institutions on the same basis that resident credits are accepted, while only 3 do not.

The term "director" is generally used to designate the person in charge of correspondence study. Forty-two institutions use this title, while 10 others use "secretary" and 5 institutions use other terms.

In only 5 institutions does the person in charge of correspondence study devote his full time to this work. Fifty-two institutions combine the direction of this work with various other duties. Great diversity of practice is found in these combinations. Nine institutions combine the work with the duties of registrar; 5 with instructor in education; 3 with director of extension; 3 with instructor, and 28 institutions have other combinations. The amount of time devoted to the direction of correspondence study ranges from 10 to 100 per cent. Five persons in charge of this work devote full time to it; 2 devote 75 per cent of their time to it; 11 devote 50 per cent; 10 devote 25 per cent, and the others are widely scattered. The average is 41.7 per cent.

The nearest approach to unanimity in response to any question is found in the answers to numbers 24 and 25, concerning the formal training of the person in charge of correspondence study for this work. Fifty-four institutions stated that this person has had no formal training in the organization and administration of correspondence study. The only other answer received stated that the person was preparing a thesis at Harvard University on the subject of extension classes. Since this respondent evidently misinterpreted the question it may be stated that not one of the 55 persons replying to the question has had any formal training for the position of director of correspondence study. The departments represented by these 55 replies had a combined enrollment of 14,986 students on February 15, 1929. The replies to question 26 indicate that 22 of these persons in charge of correspondence study have the A. M. degree; 15 have the A. B. degree; 8 have the B. S. degree; 1 has the Ph. D. degree and 2 have other degrees. In the light of these data, therefore, it seems safe to assume that no graduate school is offering formal training in the organization and administration of correspondence study.

It is rather general practice for the persons in charge of correspondence study not to devote any of their time to the grading of manuscripts or the preparation

of outlines. In the few exceptions to this practice only a small amount of time is devoted to this work.

The number of students taking advantage of the correspondence offerings of teachers' colleges and normal schools is significant when compared to the resident enrollment of these institutions. Fifty-five institutions have 32,947 resident students enrolled for college credit; 2,155 resident students enrolled for high-school credit; 16,554 correspondence students enrolled for college credit; 945 correspondence students enrolled for high-school credit, and 64 correspondence students enrolled for no credit. In other words, the correspondence enrollment of these 55 institutions is equal to more than one-half the resident enrollment of these same institutions.

Fifty-one institutions reported a total of 18,820 students completing correspondence courses during the last 12-month period. Forty-nine institutions reported a total of 24,944 correspondence enrollments received during this 12-month period. Forty institutions expressed the opinion that these figures yield a fair index to the per cent of correspondence enrollments carried through to completion. Only 4 institutions are of the opinion that these figures do not yield a fair index to the per cent of completions. Casting out the replies from institutions not supplying figures for both enrollments and completions, the figures are: enrollments, 24,933; completions, 18,745; per cent of enrollments carried through to completion, 74.8. It must be remembered that this per cent is not exact. It only indicates the trend because the enrollments and completions from which it is derived are not identical students. They are enrollments and completions for the same 12-month period. To say that exactly 74.8 per cent of all enrollments are carried through to completion would be to assume that the rate of enrollment is neither increasing nor decreasing.

The distribution of salaries received by persons in charge of correspondence study is given in Table XXXII. Since so few of these persons devote full time to this work, as indicated by Table XIX, and since the per cent of those not devoting full time to the work varies so widely, as indicated by Table XX, it is difficult to determine the administrative cost per student enrolled. This problem is further complicated by the fact that 3 institutions charge all of this salary against the correspondence-study department, 19 charge none of it against the department, the reports of 16 others show wide variance in their answers, and 11 institutions did not answer the question. In 32 institutions this salary covers 12 months' work, while other answers include 11 months, 10.5 months, 10 months and 9 months.

Fees per credit hour vary from \$1.75 to \$6.25. Lack of uniformity is observed among the institutions within a given state in some instances. Fees of \$3, \$4, \$4.80, and \$5 are charged by different teachers' colleges in one state. Four institutions in another state charge \$1.75, \$2, \$2.37 and \$2.50 per credit hour. All institutions basing fees on the credit hour exclusively charge the same fee for residents and nonresidents of the state.

Thirty-two institutions indicated that the correspondence-study departments are independent financially, *i. e.*, the fees equal the cost of administration, instruction, revision of courses, supplies, etc., while 22 institutions indicated that the departments are not independent financially. The heterogeneity of practice in the allocation of costs, however, makes it difficult to determine the actual status in this regard.

Replies to the questions concerning the distribution of marks disclosed two important facts: First, only a few of the institutions maintain records sufficiently

complete to supply accurate answers to the questions, and secondly, wide diversity of practice prevails in the distribution of marks to students completing correspondence-study courses.

Only 19 institutions answered the question concerning the marks of resident students. Only 24 institutions answered the questions concerning the marks of correspondence students. So few replies to these questions must indicate one of two things; (a) the questions unduly taxes the willingness of the respondents to make reply, or (b) institutional records do not contain these data. Since many of the blanks were answered "information not available" the implication is that the records are incomplete.

The distribution of A's to correspondence-study students varies from 0 to 30 per cent; the distribution of B's varies from 19 to 77 per cent; the distribution of C's varies from 3 to 67 per cent; the distribution of D's varies from 0 to 20 per cent; and the distribution of F's varies from 0 to 12 per cent.

The distribution of marks to resident students shows a smaller range. The A's range from 4 to 18 per cent; the B's range from 20 to 43 per cent; the C's range from 36 to 57 per cent; the D's range from 1 to 20 per cent, and the F's range from 0 to 10 per cent.

In some cases great variation in the marks of the two types of work is noted within a given institution, as is indicated by Graphs I, II, III, IV and V.

It is not the purpose of the writer to criticize this distribution of marks. Certain important factors may justify this great difference between the marks assigned to correspondence students and the marks assigned to resident students. A careful analysis of the reasons for this difference should constitute a contribution to the administration of correspondence study.

Most of the teachers' colleges and normal schools favor an arrangement whereby the correspondence-study manuscripts are graded by instructors who are teaching the same course in residence. Forty-two institutions indicated this policy as their goal, while 10 stated that they do not seek this arrangement. Ten institutions desired an arrangement whereby the instructors grading correspondence-study manuscripts will devote their full time to correspondence work, while 34 institutions do not desire this arrangement.

It has been the purpose of this study to disclose the types of practice prevalent in certain phases of the administration of teachers' colleges and normal schools in the United States and Hawaii. A careful analysis of the causes of these differences of practice should be attempted. Any evidence indicating the best method of procedure in the organization and administration of correspondence study should be of great assistance to persons and institutions engaged in this work. Among other problems worthy of further study are methods of organizing faculties, methods of training teachers for correspondence instruction, development of a teaching technique, investigation of the value of correspondence study as compared with work done in residence, optimum teaching load, optimum size of student program, optimum per cent of total hour requirements for the degree which should be allowed by correspondence study, experimental investigation to determine which courses should and which courses should not be offered by correspondence, investigation of the responsibility of correspondence-study departments in the field of adult education, financial organization and development of departments, development of an efficient system of records, development of a publicity policy, standardization of correspondence credits, and coordination of correspondence-study departments with the residence departments of educational institutions.

## TABLE OF APPENDIXES.

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### APPENDIX A.

COMPLETE LIST OF TEACHERS' COLLEGES AND NORMAL SCHOOLS USED  
IN THIS STUDY.

### APPENDIX B.

IDENTIFICATION NUMBERS OF INSTITUTIONS REFERRED TO IN  
TABLES I-XXXIX.

### APPENDIX C.

COPY OF INQUIRY BLANK.

## APPENDIX A.

A COMPLETE LIST OF TEACHERS' COLLEGES AND  
NORMAL SCHOOLS USED IN THIS STUDY.

- |   |  |
|---|--|
| ***Northern Arizona State Teachers College,<br>Flagstaff, Ariz.                     | ***State Teachers College,<br>Hattiesburg, Miss.                       |
| ***Arkansas State Teachers College,<br>Conway, Ark.                                 | ***Southeast Missouri State Teachers College,<br>Cape Girardeau, Mo.   |
| ***Western State Teachers College,<br>Gunnison, Colo.                               | ***Northeast Missouri State Teachers College,<br>Kirksville, Mo.       |
| ***Colorado State Teachers College,<br>Greeley, Colo.                               | ***Northwest Missouri State Teachers College,<br>Maryville, Mo.        |
| ***Georgia Normal School,<br>Statesboro, Ga.  | ***Southwest Missouri State Teachers College,<br>Springfield, Mo.      |
| ***Territorial Normal and Industrial School,<br>Honolulu, Hawaii.                   | ***Central Missouri State Teachers College,<br>Warrensburg, Mo.        |
| ***Indiana State Normal School,<br>Muncie, Ind.                                     | ***Montana State Normal,<br>Dillon, Mont.                              |
| ***Indiana State Normal School,<br>Terre Haute, Ind.                                | ***Nebraska State Normal School and Teachers College,<br>Chadron, Neb. |
| ***State Teachers College,<br>Cedar Falls, Iowa.                                    | ***Nebraska State Normal School and Teachers College,<br>Kearney, Neb. |
| ***Kansas State Teachers College,<br>Emporia, Kan.                                  | ***Nebraska State Normal School and Teachers College,<br>Peru, Neb.    |
| ***Kansas State Teachers College,<br>Hays, Kan.                                     | ***Nebraska State Normal School and Teachers College,<br>Wayne, Neb.   |
| ***Kansas State Teachers College,<br>Pittsburg, Kan.                                | ***New Mexico Normal University,<br>East Las Vegas, N. M.              |
| ***Western Kentucky State Normal School and Teachers College,<br>Bowling Green, Ky. | ***New Mexico State Teachers College,<br>Silver City, N. M.            |
| ***State Normal School,<br>Morehead, Ky.  | ***Cullowhee State Normal School,<br>Cullowhee, N. C.                  |
| ***Louisiana State Normal College,<br>Natchitoches, La.                             | ***State Normal and Industrial School,<br>Ellendale, N. Dak.           |
| ***State Normal School,<br>North Adams, Mass.                                       | ***State Normal School,<br>Mayville, N. Dak.                           |
| ***Western State Normal School,<br>Kalamazoo, Mich.                                 |  |
| ***Central Michigan Normal School,<br>Mount Pleasant, Mich.                         |  |
| ***Michigan State Normal School,<br>Ypsilanti, Mich.                                |  |

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\*\*\* Three asterisks indicate institutions returning filled-out blanks.

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|---|---|
| <p>***State Teachers College,<br/>Minot, N. Dak.</p> <p>***State Teachers College,<br/>Valley City, N. Dak.</p> <p>***East Central Teachers College,<br/>Ada, Okla.</p> <p>***Central State Teachers College,<br/>Edmond, Okla.</p> <p>***Northern Normal and Industrial<br/>School,<br/>Aberdeen, S. Dak.</p> <p>***Eastern State Normal School,<br/>Madison, S. Dak.</p> <p>***Southern State Normal School,<br/>Springfield, S. Dak.</p> <p>***George Peabody College for Teach-<br/>ers,<br/>Nashville, Tenn.</p> <p>***Sul Ross State Teachers College,<br/>Alpine, Tex.</p> <p>***West Texas State Teachers College,<br/>Canyon, Tex.</p> <p>***Sam Houston State Teachers Col-<br/>lege,<br/>Huntsville, Tex.</p> <p>***South Texas State Teachers Col-<br/>lege,<br/>Kingsville, Tex.</p> <p>***State Teachers College,<br/>East Radford, Va.</p> <p>***Washington State Normal School,<br/>Bellingham, Wash.</p> <p>***Washington State Normal School,<br/>Cheney, Wash.</p> <p>***Washington State Normal School,<br/>Ellensburg, Wash.</p> <p>***Bluefield Institute,<br/>Bluefield, W. Va.</p> <p>***State Normal School,<br/>Glenville, W. Va.</p> <p>***Shepherd College State Normal<br/>College,<br/>Shepherdstown, W. Va.</p> <p>***West Liberty State Normal School,<br/>West Liberty, W. Va.</p> <p>***Milwaukee State Normal School,<br/>Milwaukee, Wis.</p> <p>***State Normal School,<br/>Platteville, Wis.</p> | <p>***State Normal School,<br/>Superior, Wis.</p> <p>**State Normal School,<br/>Daphne, Ala.</p> <p>**State Normal School,<br/>Florence, Ala.</p> <p>**State Normal School,<br/>Jacksonville, Ala.</p> <p>**State Normal School,<br/>Troy, Ala.</p> <p>**Tempe State Teachers College,<br/>Tempe, Ariz.</p> <p>**Humboldt State Teachers College,<br/>Arcata, Cal.</p> <p>**State Teachers College,<br/>Chico, Cal.</p> <p>**State Teachers College,<br/>Fresno, Cal.</p> <p>**State Teachers College,<br/>San Diego, Cal.</p> <p>**State Teachers College,<br/>San Francisco, Cal.</p> <p>**State Teachers College,<br/>San Jose, Cal.</p> <p>**State Teachers College,<br/>Santa Barbara, Cal.</p> <p>**State Normal School,<br/>Danbury, Conn.</p> <p>**State Normal School,<br/>New Britain, Conn.</p> <p>**State Normal School,<br/>New Haven, Conn.</p> <p>**State Normal School,<br/>Willimantic, Conn.</p> <p>**State Normal School,<br/>Athens, Ga.</p> <p>**State Normal School,<br/>Albion, Idaho.</p> <p>**State Normal School,<br/>Lewiston, Idaho.</p> <p>**Southern Illinois State Normal<br/>University,<br/>Carbondale, Ill.</p> <p>**Eastern Illinois State Teachers Col-<br/>lege,<br/>Charleston, Ill.</p> <p>**Northern Illinois State Teachers<br/>College,<br/>De Kalb, Ill.</p> |
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\*\*\* Three asterisks indicate institutions returning filled-out blanks.

\*\* Two asterisks indicate institutions replying that no correspondence courses are offered.



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| **Illinois State Normal University,<br>Normal, Ill.   | **State Normal School,<br>Keane, N. H.                    |
| **Eastern State Normal School,<br>Castine, Me.        | **State Normal School,<br>Plymouth, N. H.                 |
| **State Normal School,<br>Farmington, Me.             | **New Jersey State Normal School,<br>Glassboro, N. J.     |
| **Madawaska Training School,<br>Fort Kent, Me.        | **New Jersey State Normal School,<br>Montclair, N. J.     |
| **State Normal School,<br>Gorham, Me.                 | **State Normal School,<br>Newark, N. J.                   |
| **Washington State Normal School,<br>Machias, Me.     | **State Normal School,<br>Paterson, N. J.                 |
| **Aroostook State Normal School,<br>Presque Isle, Me. | **State Normal School,<br>Trenton, N. J.                  |
| **Maryland Normal School,<br>Bowie, Md.               | **State College for Teachers,<br>Albany, N. Y.            |
| **State Normal School,<br>Frostburg, Md.              | **State Normal School,<br>Brockport, N. Y.                |
| **Maryland State Normal School,<br>Salisbury, Md.     | **State Normal School,<br>Buffalo, N. Y.                  |
| **Maryland State Normal School,<br>Towson, Md.        | **State Normal School,<br>Courtland, N. Y.                |
| **State Normal College,<br>Bridgewater, Mass.         | **State Normal School,<br>Fredonia, N. Y.                 |
| **State Normal School,<br>Farmingham Center, Mass.    | **State Normal School,<br>Geneseo, N. Y.                  |
| **State Normal School,<br>Fitchburg, Mass.            | **State Normal School,<br>New Platz, N. Y.                |
| **State Normal School,<br>Hyannis, Mass.              | **State Normal School,<br>Oneonta, N. Y.                  |
| **State Normal School,<br>Lowell, Mass.               | **State Normal School,<br>Oswego, N. Y.                   |
| **State Normal School,<br>Westfield, Mass.            | **State Normal School,<br>Plattsburg, N. Y.               |
| **State Normal School,<br>Worcester, Mass.            | **State Normal School,<br>Potsdam, N. Y.                  |
| **State Teachers College,<br>Bemidji, Minn.           | **State Normal School,<br>Elizabeth, N. C.                |
| **State Teachers College,<br>Duluth, Minn.            | **East Carolina Teachers College,<br>Greenville, N. C.    |
| **State Teachers College,<br>Mankato, Minn.           | **Winston-Salem Teachers College,<br>Winston-Salem, N. C. |
| **State Teachers College,<br>Morehead, Minn.          | **State Normal School,<br>Dickinson, N. Dak.              |
| **State Teachers College,<br>St. Cloud, Minn.         | **Southern Oregon Normal School,<br>Ashland, Ore.         |
| **State Teachers College,<br>Winona, Minn.            | **Oregon Normal School,<br>Monmouth, Ore.                 |
| **State Teachers College,<br>Cleveland, Miss.         | **Bloomsburg State Normal School,<br>Bloomsburg, Pa.      |

\*\* Two asterisks indicate institutions replying that no correspondence courses are offered.

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| <p>**State Normal School,<br/>California, Pa.</p> <p>**Cheney Training School for Teachers,<br/>Cheney, Pa.</p> <p>**Clarion State Normal School,<br/>Clarion, Pa.</p> <p>**East Stroudsburg State Normal School,<br/>East Stroudsburg, Pa.</p> <p>**Edinboro State Normal School,<br/>Edinboro, Pa.</p> <p>**State Normal School,<br/>Indiana, Pa.</p> <p>**Keystone State Normal School,<br/>Kutztown, Pa.</p> <p>**Central State Normal School,<br/>Lock Haven, Pa.</p> <p>**Mansfield State Normal School,<br/>Mansfield, Pa.</p> <p>**Millersville State Normal School,<br/>Millersville, Pa.</p> <p>**Cumberland Valley State Normal,<br/>Shippensburg, Pa.</p> <p>**Slippery Rock State Normal School,<br/>Slippery Rock, Pa.</p> <p>**West Chester State Normal School,<br/>West Chester, Pa.</p> <p>**Rhode Island College of Education,<br/>Providence, R. I.</p> <p>**East Tennessee State Teachers College,<br/>Johnson City, Tenn.</p> <p>**Middle Tennessee State Teachers College,<br/>Murfreesboro, Tenn.</p> <p>**West Tennessee State Teachers College,<br/>Normal, Tenn.</p> <p>**East Texas State Teachers College,<br/>Commerce, Tex.</p> <p>**Stephen F. Austin State Teachers College,<br/>Nacogdoches, Tex.</p> <p>**Prairie View State Normal and Industrial College,<br/>Prairie View, Tex.</p> <p>**Southwest Texas State Teachers College,<br/>San Marcos, Tex.</p> | <p>**State Teachers College,<br/>Farmville, Va.</p> <p>**State Teachers College,<br/>Harrisonburg, Va.</p> <p>**Concord State Normal School,<br/>Athens, W. Va.</p> <p>**State Normal School,<br/>Eau Claire, Wis.</p> <p>**State Normal School,<br/>La Crosse, Wis.</p> <p>**State Normal School,<br/>Oshkosh, Wis.</p> <p>**State Normal School,<br/>River Falls, Wis.</p> <p>**State Normal School,<br/>Stevens Point, Wis.</p> <p>**State Normal School,<br/>Whitewater, Wis.</p> <p>*State Normal School,<br/>Livingston, Ala.</p> <p>*Georgia Normal and Agricultural College,<br/>Albany, Ga.</p> <p>*State Normal and Industrial College,<br/>Bowdon, Ga.</p> <p>*State Normal School,<br/>Murray, Ky.</p> <p>*State Normal School,<br/>Fayetteville, N. C.</p> <p>*North Texas State Teachers College,<br/>Denton, Tex.</p> <p>*State Normal Training School,<br/>Castleton, Vt.</p> <p>*State Teachers College,<br/>Fredericksburg, Va.</p> <p>*State Normal School,<br/>Fairmont, West Va.</p> <p>Northern State Normal School,<br/>Marquette, Mich.</p> <p>State Normal College,<br/>Bowling Green, Ohio.</p> <p>State Normal College,<br/>Kent, Ohio.</p> <p>Southeastern State Teachers College,<br/>Durant, Okla.</p> <p>Northeastern State Teachers College,<br/>Tahlequah, Okla.</p> |
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\*\* Two asterisks indicate institutions replying that no correspondence courses are offered.  
 \* One asterisk indicates institutions whose catalogs show that no correspondence courses are offered.  
 No asterisk indicates that no data are available concerning the offering of the institution.

## APPENDIX B.

IDENTIFICATION NUMBERS OF INSTITUTIONS  
REFERRED TO IN TABLES I-XXXIX.

- I. Northern Arizona State Teachers College,  
Flagstaff, Ariz.
- II. Arkansas State Teachers College,  
Conway, Ark.
- III. Western State Teachers College,  
Gunnison, Colo.
- IV. Colorado State Teachers College,  
Greeley, Colo.
- V. Georgia Normal School,  
Statesboro, Ga.
- VI. Territorial Normal and Industrial School,  
Honolulu, Hawaii.
- VII. Indiana State Normal School,  
Muncie, Ind.
- VIII. Indiana State Normal School,  
Terra Haute, Ind.
- IX. State Teachers College,  
Cedar Falls, Iowa.
- X. Kansas State Teachers College,  
Emporia, Kan.
- XI. Kansas State Teachers College,  
Hays, Kan.
- XII. Kansas State Teachers College,  
Pittsburg, Kan.
- XIII. Western Kentucky State Normal School and Teachers  
College,  
Bowling Green, Ky.
- XIV. State Normal School,  
Morehead, Ky.
- XV. Louisiana State Normal College,  
Natchitoches, La.
- XVI. State Normal School,  
North Adams, Mass.
- XVII. Western State Normal School,  
Kalamazoo, Mich.
- XVIII. Central Michigan Normal School,  
Mount Pleasant, Mich.
- XIX. Michigan State Normal School,  
Ypsilanti, Mich.
- XX. State Teachers College,  
Hattiesburg, Miss.
- XXI. Southeast Missouri State Teachers College,  
Cape Girardeau, Mo.

- XXII. Northeast Missouri State Teachers College,  
Kirksville, Mo.
- XXIII. Northwest Missouri State Teachers College,  
Marysville, Mo.
- XXIV. Southwest Missouri State Teachers College,  
Springfield, Mo.
- XXV. Central Missouri State Teachers College,  
Warrensburg, Mo.
- XXVI. Montana State Normal,  
Dillon, Mont.
- XXVII. Nebraska State Normal School and Teachers College,  
Chadron, Neb.
- XXVIII. Nebraska State Normal School and Teachers College,  
Kearney, Neb.
- XXIX. Nebraska State Normal School and Teachers College,  
Peru, Neb.
- XXX. Nebraska State Normal School and Teachers College,  
Wayne, Neb.
- XXXI. New Mexico Normal University,  
East Las Vegas, N. M.
- XXXII. New Mexico State Teachers College,  
Silver City, N. M.
- XXXIII. Cullowhee State Normal School,  
Cullowhee, N. C.
- XXXIV. State Normal and Industrial School,  
Ellendale, N. Dak.
- XXXV. State Normal School,  
Mayville, N. Dak.
- XXXVI. State Teachers College,  
Minot, N. Dak.
- XXXVII. State Teachers College,  
Valley City, N. Dak.
- XXXVIII. East Central State Teachers College,  
Ada, Okla.
- XXXIX. Central State Teachers College,  
Edmond, Okla.
- XL. State Agricultural and Mechanical College,  
Orangeburg, S. C.
- XLI. Northern Normal and Industrial School,  
Aberdeen, S. Dak.
- XLII. Eastern State Normal School,  
Madison, S. Dak.
- XLIII. Southern State Normal School,  
Springfield, S. Dak.
- XLIV. George Peabody College for Teachers,  
Nashville, Tenn.
- XLV. Sul Ross State Teachers College,  
Alpine, Tex.
- XLVI. West Texas State Teachers College,  
Canyon, Tex.

- XLVII. Sam Houston State Teachers College,  
Huntsville, Tex.
- XLVIII. South Texas State Teachers College,  
Kingsville, Tex.
- XLIX. State Teachers College,  
East Radford, Va.
  - L. Washington State Normal School,  
Bellingham, Wash.
  - LI. Washington State Normal School,  
Cheney, Wash.
  - LII. Washington State Normal School,  
Ellensburg, Wash.
  - LIII. Bluefield Institute,  
Bluefield, W. Va.
  - LIV. State Normal School,  
Glenville, W. Va.
  - LV. Shepherd College State Normal College,  
Shepherdstown, W. Va.
  - LVI. West Liberty State Normal School,  
West Liberty, W. Va.
  - LVII. Milwaukee State Normal School,  
Milwaukee, Wis.
  - LVIII. State Normal School,  
Platteville, Wis.
  - LIX. State Normal School,  
Superior, Wis.

APPENDIX C.

THE KANSAS STATE TEACHERS COLLEGE OF EMPORIA.

EMPORIA, KAN., February 23, 1929.

To the Director of Correspondence Study:

The information asked for in the following questions will be used to ascertain existing practices in certain phases of correspondence-study departments. Your cooperation in supplying this information will be greatly appreciated.

Very truly yours,

(Please encircle correct answer or fill in blank as provided.)

I. ORGANIZATION AND REGULATIONS OF DEPARTMENT.

1. When was correspondence study first offered by the college? . . . (.....)  
Year.
2. Is a separate department of correspondence study maintained? Yes. No.
3. If separate department is maintained, when was it established? (.....)  
Year.
4. How many lessons do you require per credit hour?  
(a) Semester..... (b) Quarter.....
5. How many lessons in any single course do you permit a student to send in at one time? . . . . . (.....)  
Number.
6. How many courses do you permit a student to work on at one time? . . . . . (.....)  
Number.
7. Do you send the entire outline of the course to the student at the time of enrollment? . . . . . Yes. No.
8. If answer to question 7 is "no" how many lessons do you send at one time? . . . . . (.....)  
Number.
9. How many months after date of enrollment do you allow for the completion of the course? . . . . . (.....)  
Number.
10. Do you grant an extension of this time by any plan of reinstatement? . . . . . Yes. No.
11. Do you require all students to take a final examination? . . . . . Yes. No.
12. Is every student required to make a minimum grade on the final examination in order to receive credit in the course? . . . . . Yes. No.
13. Do you ever permit a student who has failed the final examination to take a second examination? . . . . . Yes. No.
14. What per cent of the total number of hours required for graduation may be earned by correspondence study? . . . . . (.....%)
15. Do you permit students to complete the requirements for the bachelor's degree by correspondence study? (i. e., may the final hours be done by correspondence study?) . . . . . Yes. No.
16. Do you permit students to carry correspondence-study courses while doing work in residence in your institution? . . . . . Yes. No.

17. Do you permit students to carry correspondence-study courses while doing work in residence in other institutions if they have permission from the other institution?..... Yes. No.
18. Do all of your correspondence-study courses carry the same credit as the identical courses when taken in residence?..... Yes. No.
19. Do you accept correspondence-study credits from other institutions on the same basis that you accept residence credits from these other institutions?..... Yes. No.

## II. THE DEPARTMENT HEAD.

20. What is the title of the person in charge of correspondence study?.....  
 Director. Secretary. Other title. ....
21. Does he devote full time to the correspondence-study department?..... Yes. No.
22. If answer to question 21 is "no," what per cent of his time is given to the correspondence-study department?..... (.....%)
23. If he holds another position also, what is the title of this other position?.....
24. Has he had any specific, formal training in the organization and administration of correspondence study? (Experience in this work not to be counted as formal training.)..... Yes. No.
25. If so, list the courses below:

Courses taken	Institution.	Hrs. Cr.	Year.
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

26. What degrees does he hold?.....
27. Does he grade any manuscripts?..... Yes. No.
28. If answer in 27 is "yes," approximately what per cent of his time is devoted to grading?..... (.....%)
29. Does he prepare any of the outlines?..... Yes. No.
30. If answer to 29 is "yes," approximately what per cent of his time is devoted to preparing outlines?..... (.....%)

## III. ENROLLMENT OF STUDENTS.

31. How many students were enrolled on February 15, 1929:
- (a) In *residence* classes for *college credit*?..... (.....)  
 Number.
- (b) In *residence* classes for *high school credit*?..... (.....)  
 Number.
- (c) In *correspondence-study* courses for *college credit*?..... (.....)  
 Number.
- (d) In *correspondence-study* courses for *high-school credit*?..... (.....)  
 Number.
- (e) In *correspondence-study* courses for *no credit*?..... (.....)  
 Number.
32. How many students completed correspondence-study courses during the last year? (Use school year, fiscal year, calendar year, or any other 12-month period used in your records.)..... (.....)  
 Number.

33. What are the inclusive dates of this 12-month period?  
 From..... to.....
34. What was the total number of enrollments received during this 12-month period? (Count each course issued as one enrollment.)..... (.....) Number.
35. Do you believe the answers to questions 32 and 34 will give a fair index to the per cent of enrollments that are carried through to completion?..... Yes. No.

IV. SOME FINANCIAL ASPECTS.

36. What is the annual total salary of the person in charge of correspondence study?..... \$.....
37. How many months' work does this salary cover?  
 9 months      10 months      11 months      12 months
38. What per cent of this salary is charged against the correspondence-study department?..... (%)
39. Is the correspondence study department independent financially, *i. e.*, does the income from fees equal the cost of administration, instruction, revision of courses, supplies, etc.? (Do not consider cost of buildings, rent, heat, light, and similar charges.)..... Yes. No.
40. If your fee is on the credit hour basis only, what is it per hour for—  
 Residents of your state?..... \$.....  
 Nonresidents of your state?..... \$.....

V. GENERAL INFORMATION.

(Questions 41 and 42 are of primary importance to this study.)

41. If you have a distribution of marks given to all students who completed correspondence study courses during any 12-month period, what is it in per cents? (If you use another marking system, strike out these letters and insert your own.)  
 A.....% B.....% C.....% D.....% F.....%  
 (Excellent.) (Good.) (Average.) (Poor.) (Fail.)
42. If you have a distribution of marks given to all students who completed residence courses in your institution during the 12-month period mentioned above, what is it in per cents?  
 A.....% B.....% C.....% D.....% F.....%  
 (Excellent.) (Good.) (Average.) (Poor.) (Fail.)
43. Is it the goal of the department to have all correspondence-study instruction given by—  
 (a) Instructors who are teaching the same courses in residence? Yes. No  
 (b) Instructors whose full time will be devoted to the correspondence study department?..... Yes. No.  
 Do you care for a copy of the summarized results of this study? (I shall be glad to furnish you with a copy if you desire.)..... Yes. No.  
 Will you please send me a copy of your catalogue under separate cover?

(Signed).....  
 Person who filled in inquiry.  
 Title.

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