A HISTORY OF THE EXTENSION AND ADULT EDUCATION SERVICES
OF THE UNIVERSITY OF BRITISH COLUMBIA
1915 TO 1955

by

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B.A., The University of British Columbia, 1949

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ABSTRACT

The object of this study is to trace the development of the extension services offered by the University of British Columbia from its founding in 1915 until the end of the program year 1954-55. The first chapter summarizes some of the outstanding features of the history of adult education and more particularly of university extension as it has developed in the United Kingdom, the United States of America and Canada. Chapter II describes the experience with extension activities at U.B.C. up to 1933, the year in which the Carnegie Corporation offered a grant which made it possible to expand these activities significantly. The important formative years between the offer of the grant and the appointment of a full-time director of extension activities in 1936 are dealt with in Chapter III. Chapters IV to VIII describe the various extension services offered by the University between 1936 and 1955. Chapter IV deals with Vocational Education; Chapter V with Evening Classes, Lectures and Credit Courses; Chapter VI with Social Education; Chapter VII with Fine Arts and Summer School; and Chapter VIII with Audio-Visual, Library and Radio Services. The final chapter summarizes the general development of the Extension Department and examines some of the factors influencing that development.

There were two main problems involved in writing this study. The first of these was to acquire the factual information concerning the development of Extension services. This proved to be a difficult task because of the gaps in the records available. Correspondence and interviews with persons involved over the years and other means were used in order to gather this information. Some questions remain unanswered. The other problem was to identify and evaluate the relative importance of the various factors which have influenced the growth
of the Extension program. An attempt has been made to do this especially in the second, third and last chapters. Some of these factors include: the desire for better public relations on the part of the University; the attitude of the University Presidents and others concerning the relative importance of extension work; the abilities, understanding and degree of commitment of the three directors of the Extension Department; the resources which were available at different times to develop aspects of the work (such as the Carnegie grant and the federal government funds for certain activities); economic and social conditions in the province; and the characteristics of the staff employed by the Department since its creation in 1936.

The attempt to trace and to understand the development of extension services at the University of British Columbia is felt to be of particular significance because the Extension program of this University became during this period one of the most outstanding in Canada.
In presenting this thesis in partial fulfilment of the requirements for an advanced degree at the University of British Columbia, I agree that the Library shall make it freely available for reference and study. I further agree that permission for extensive copying of this thesis for scholarly purposes may be granted by the Head of my Department or by his representatives. It is understood that copying or publication of this thesis for financial gain shall not be allowed without my written permission.

Department of History

The University of British Columbia, Vancouver 8, Canada.

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INTRODUCTION

The object of this study is to trace the development of the extension services offered by the University of British Columbia from the time of its founding in 1915 until the end of the program year 1954-55. (This terminal date was chosen because it was the year in which work on this study was begun and because beyond that point the author, as Assistant Director of the Department of University Extension, was influential in many departmental decisions, making judgement about them by him rather difficult.) Prior to 1936, extension services were made available through the President's office, the Extension Committee, the faculties and by private arrangement with members of faculty and staff. In 1936 the Department of University Extension was created to serve as the channel through which the University could increase its usefulness to the people of the province by means of a program of adult education. Since that time the educational opportunities made available to the public have increased in kind and volume.

A major portion of the task involved in this study was to gather the required factual information. The annual reports of the President and of the Extension Department did not by any means provide all that was needed. The records of the Extension Department were far from complete. For many years, little besides the annual report was available. What back files had been preserved were uneven and in a state of disarray. A portion of them was ruined from water damage in the basement of Brock Hall at the time of the fire in that building. With the permission of the President of the University and of the Deans concerned, the author made a study of the minutes of official University bodies, especially the Board of Governors, the Senate and the Faculty of Arts
and Science, and also examined relevant files in the President's office, the Faculty of Agriculture, the Library, as well as other documents. Useful materials in the Provincial Archives in Victoria, especially the newspaper files, were consulted as well. Much information had to be gathered by means of interviews and correspondence with persons at the University and elsewhere who were connected in various ways with developments during the forty year period. A list of the most significant of these contacts is provided in the bibliography. Information gathered in that way was, of course, fragmentary and in some cases, conflicting. It is felt that part of the value of this study lies in the fact that only as a result of considerable effort has it been possible to present such a comprehensive account of the development of these activities, information which has not been available in one place before and may be of use to future historians of the University and of adult education in Canada.

The author wishes to acknowledge the assistance he has received from a number of persons. Dr. Norman A.M. MacKenzie, while still President of the University, made possible access to the minutes of the Senate and the Board of Governors and to other files. Mr. J.E.A. Parnall and Miss Margaret Fredrickson assisted in the use of these records. Both Dr. MacKenzie and his predecessor, Dr. Leonard S. Klinck assisted the author by granting interviews with him. A number of other persons were helpful to the author by means of interviews and providing significant documentation. These are listed in the bibliography. Special mention, however, should be made of Dean Blythe Eagles of the Faculty of Agriculture and the two previous Directors of the Extension Department, Mr. Robert England and Dr. Gordon Shrum.

The author is particularly grateful to Dean F.H. Soward, who is the author of an unpublished history of the early years of the University, and
under whose supervision this thesis was written. His advice about the organization and presentation of all aspects of this study was most valuable.

Finally, and most of all, the author wishes to express his thanks to the present Director of the Extension Department, Dr. John K. Friesen, for his assistance, forbearance, understanding and generosity in connection with the writing of this study.
CHAPTER II

BRIEF HISTORY OF ADULT EDUCATION AND UNIVERSITY EXTENSION

The history of extension services offered by the University of British Columbia is part of a much larger history, that of the adult education movement and, more specifically, the university extension movement. A resume of the pertinent developments in the broader field will be useful in placing activities at this university in their historical perspective. It is impossible to understand the modern adult education movement without knowing something of its history. In fact, it is not one movement, but many, the product of a variety of social purposes which emerged against the background of the economic and social history of the last two hundred years.

The adult education movement as we know it today was born during the early stages of the industrial revolution and has taken on many different characteristics as industrial and political change has taken place. With the rise of the new industrial centers in England in the latter part of the eighteenth century came a severe dislocation of population and widespread poverty. One result of this period of confusion was a new wave of philanthropy which was inspired "partly by pity for the sufferings of masses of people, partly by fear of the consequences of social disorder." If the poor were to learn to live contented, moral lives, they needed moral instruction. Typical of the type of program instituted to provide this instruction was that of the Adult Sunday School of Nottingham, which was formed in 1798 "for Bible reading and instruction in the secular arts of writing and arithmetic." A further significant step was taken in 1812 at Bristol, when an "Institution for Instructing Adult Persons to Read the Holy Scriptures" was established. The movement spread quickly and carried on until the middle of the century.
The second phase of the adult education movement in England was that of the Mechanics' Institute. The Institutes spread rapidly after the first projects were initiated in London in 1824. Although the founders of the Institutes held lofty motives which involved the elevation of men's minds as a result of the study of the principles of science, the professional training of tradesmen soon became the primary aim. After the first enthusiasm the attendance of working men fell off. Most of the Institutes which remained became social clubs for the members of the lower middle class. A few, however, developed into important technical institutes or colleges.

Neither the philanthropic movement of the early part of the century nor the utilitarian teaching of the Mechanics' Institutes was able to satisfy the thirst for knowledge which grew out of the period of increased political activity following the Napoleonic Wars. Working men all over the country sought opportunities to meet to discuss their political rights. The teachings of Robert Owen stirred the imagination of enlightened leaders of working class movements. He insisted upon education as a necessary means of social regeneration. The Chartist and other movements popularized this line of thought. It is from this tradition of discontent with existing social arrangements, and the recognition of the importance of education as an essential means of improvement that the modern adult education movement chiefly derives.

It had been a common objection to the Mechanics' Institutes that they excluded controversy. A demand grew rapidly for political education and discussion of other issues affecting the citizen. In 1842 an Independent minister opened the first "People's College." It was established at Sheffield and in its statement of aims a direct reference was made to the deficiencies of the Institutes. The College set out to encourage humane studies as distinct
from vocational and utilitarian ones. The courses were useful "only in
making adults better citizens and better men." A notable successor to
the Sheffield college was one established in London in 1854. Among its
teachers were Charles Kingsley, Dante Gabriel Rossetti, and John Ruskin.
The London Working Men's College has had a continuous history down to the
present day. Other People's Colleges were founded in various cities but most
had a short history.

The middle of the nineteenth century was a turning point for adult
education. The explanation of the greater success of the movement after that
time can be found in a rising standard of living after 1850, in the growth of
political consciousness after the further extension of the franchise in 1867,
and in the system of universal primary education, the foundations of which
were laid in 1870. Among the new developments in adult education which
appeared in the latter half of the century was the university extension
movement.

The term "university extension" was first used in 1850 with special
reference to a proposal to establish permanent teaching centers in the larger
towns as one method of utilizing university endowments. In that year William
Sewell of Oxford University recommended that the universities of England, with
the aid of town and local societies, offer instruction to all classes of soci-
ety. A system of examinations had been instituted by the Society of Arts in
London to encourage more general adult education through the Mechanics' Insti-
tutes, three hundred of which had formed a national union. Out of this experi-
ment in local examinations came, in 1857, a plan for such examinations through-
out England for the improvement of schools and teachers. Oxford agreed to
administer these local examinations and a year later Cambridge too, decided to
take part.
A young Scotsman, James Stuart, Fellow of Trinity College, Cambridge, gave the first inspiration to university extension in the modern sense. He was impressed by the paucity of opportunities for university education and set out to establish, as he put it, "a peripatetic university." In 1867 Stuart had been invited to give lectures to ladies in Manchester, Liverpool, Sheffield, and Leeds and to railwaymen at Crewe. These were followed by other series. In November, 1871, he persuaded various bodies for whom he had lectured to address a memorial to the Senate of Cambridge University, asking the institution to undertake the provision of lectures as a regular activity. An investigating committee or syndicate was set up by the University to look into the matter. Early in 1873 the powers of the syndicate were extended to enable it to embark upon the experiment of providing courses. The first courses were held at Derby, Leicester, and Nottingham in that same year. In 1878 Oxford University began providing the same type of service.

The movement grew rapidly.

By 1890 extension centres had been established in 250 communities and more than 40,000 people were in attendance at local lectures. The two universities were then employing twenty-four extension lecturers, and the London Society... had a staff of thirty lecturers, some of whom were also on the Cambridge and Oxford lists. In the early nineties as many as 60,000 people were attending extension lectures conducted by the several universities; 15,000 were writing reports and 5,000 stood for examinations. Between 1885 and 1905 Oxford alone had arranged for 32,146 extension lectures in 577 centres for 424,000 students.

The same author gives a useful appraisal of both the opportunities provided by university extension in this early period and the limitations of the system.

In its beginnings University Extension was as simple as that. By this modest means [extension lectures], with the least possible interruption of the traditional peace of the Universities themselves, university study was made available to people who previously had had no direct access to the
Universities; of course, to people of the middle class, and also to a gifted, intellectually ambitious minority of the working class people of England for whom, until then, the Universities had been in a world removed. Credit toward university degrees was to be had. The extension student who could show that he had attended six units of lectures in one field - natural science, literature, or history - and two units in another, might come up for examinations in mathematics, Latin, and a foreign language, and be admitted to the university with advanced standing. He could then qualify for the B.A. in two years of resident, university study.10

An important subsequent development in connection with British extension activity was the foundation, in 1903, of the Workers' Educational Association. The primary aim of this organization was to bring together the co-operative societies, the trade unions, and university extension authorities. The Association (at first known as the Association to Promote the Higher Education of Working Men) met a real need. By 1906 there were thirteen branches and by 1907, forty-seven. A student of the movement has pointed out that the greatest contribution made by the W.E.A. to the development of adult education was the establishment of classes, as distinct from lecture courses, and in particular the inauguration of intensive courses of study in partnership with the Universities. These tutorial classes are of significance to this study in that while early American experiments in university extension borrowed heavily from the British experience with lecture courses, they did not to any significant extent adopt the tutorial class. Some Canadian institutions, however, did so.

The history of university extension in the United States of America is even more significant for this study than is that of Great Britain. The extension services developed at the University of British Columbia have been patterned much more after the American experience than that of the British, in terms of both services offered and administrative intent.
The first important attempts in American universities to set up an extension program took place in the late 1880's. There had been earlier experiments at Queen's College (now Rutgers University) and Columbia College (now Columbia University) as well as a few other institutions but most of these were short-lived.

University extension in the United States took its inspiration from England. As Rosentreter points out in his study, however:

Basically, university extension was not alien to (the United States); it is significant that no new machinery had to be created to administer it. If the actual organizations were not already present, there were ample precedents for their creation. Lyceum and Chautauqua formed a vanguard which was quickly reinforced by branches of the American Library Association, the American Society for the Extension of University Teaching at Philadelphia and other large cities, and finally, the universities and colleges.

The English movement was first fully presented to American audiences by H.B. Adams of Johns Hopkins University, who spoke on this subject to a meeting of the American Library Association in 1887. An immediate result was extension activities undertaken by public libraries in Buffalo, Chicago, and St. Louis. The librarian of Columbia University, Melvil Dewey, recommended such an extension plan to the Regents of the University of the State of New York, whose secretary he shortly became. He induced the Regents to establish an extension office as one of the five divisions of the state system under their direction and to obtain from the legislature an appropriation of $10,000 for the support of the new work. Writing in July of 1891, H.B. Adams termed this grant "the most significant sign of the times with regard to university extension in America." In the meantime regular courses of lectures, which had been offered sporadically by several institutions previously, were set up by both Columbia University and the University of Wisconsin. Another significant
development was the creation in Philadelphia (1890) and Chicago (1891) of short-lived societies for the Extension of University Teaching.

The effort to transplant to the United States a form of university extension which had thrived in England was temporarily successful. Support for the movement was particularly strong in the institutions of the large cities of the middle Atlantic states and as far west as St. Louis. In 1892 there was a national congress of those interested in the movement and according to reports presented to the group, during the preceding four years twenty-eight states had organized programs of this kind.

This flurry of activity was also short-lived, however. By the end of the century the lecture type of extension work had declined almost to the vanishing point. Writing in 1899 Adams explained that

University extension has been tried and found wanting in many parts of this country and Canada. The state universities of the west and south, for public reasons, early entered their state fields and some still hold their own with varying degrees of honour and success; but as an educational movement, university extension in America cannot be said to have accomplished all that its friends at first hoped. It will probably not die, but causes of its diminished zeal are not far to seek; (1) Lack of suitable extension lecturers; (2) lack of financial support; (3) the vast distances to be traversed by university men already overworked; (4) the necessity and greater importance of academic service on college and university premises; and (5) the recognition of better and less expensive instrumentalities for popular education.

Other authorities have added further reasons for this decline. Probably the most important of these is the contention that there was a fundamental lack of understanding of the real needs of adults. Alfred Hall-Quest, in his important study, attributes the decline to the universities' insistence that adult students "adapt themselves to university standards."

It is generally agreed that the end of the period of decline for university extension in the United States came about with the revival, in 1906,
of extension work at the University of Wisconsin. Except in the case of teachers, the studies encouraged by university extension in the 1890's were not of direct professional or vocational value. When extension was revived at Wisconsin there was a distinct change of emphasis. In the words of the Director of the Department, L.E. Reber,

Right or wrong you find here a type of university extension that does not disdain the simplest form of service. Literally carrying the University to the homes of the people, it attempts to give them what they need - be it the last word in expert advice; courses of study carrying University credit; or easy lessons in cooking or sewing. University extension in Wisconsin endeavours to interpret the phraseology of the expert and offers the benefits of research to the household and the workshop, as well as to municipalities and State.\textsuperscript{21}

The President of the University, Charles Van Hise, put it this way:

It seems to me that a state university should not be above meeting the needs of the people, however elementary the instruction necessary to accomplish this.\textsuperscript{22}

A recent study, in reviewing the history of university extension, states simply that

University extension, as we know it today in the United States, dates back to 1906, when President Charles Van Hise and Extension Director Louis Reber ... began their now classic effort to make the boundaries of the university campus coterminous with the boundaries of the State of Wisconsin.\textsuperscript{23}

University extension expanded rapidly in the period following these events at Wisconsin. Between 1906 and 1913, twenty-eight universities organized extension divisions and twenty-one reorganized departments which had been abandoned or neglected. Between 1915 and 1919 the total amount of appropriations in the United States for the support of extension work more than doubled.\textsuperscript{24}\textsuperscript{25}

The types of extension activity which were carried out by the new kind of department which appeared after 1906 are basically the ones found in
departments today. Included in these services are correspondence teaching, lecture services, summer school programs, extension classes, press and publication services, evening school and resident center activities, library lending services, film and visual aid services, conference, institute, and short course activities, and educational broadcasting. To these could now be added educational television, group dynamics and community development. In many cases in Canada and the United States, however, the main concern of Extension departments is the offering of regular university degree - credit programs in the evening to part-time students.

The history of adult education and of university extension in Canada is a badly neglected one in terms of research and writing. It is possible to follow only in general outline what the main developments have been.

As early as 1831 a Mechanics' Institute was organized in Canada. The first one was formed in Halifax and had Joseph Howe as one of its most vigorous supporters. By 1837 there were Institutes in all the large cities in Nova Scotia. Although as late as 1880 there were over one hundred Institutes in Ontario, by 1900 the movement had almost disappeared.

In 1891 an abortive attempt was made in Toronto to set up a national association for the Extension of University Teaching. The organizational meeting was addressed by William Clark, of the University of Toronto, who warned against the danger of making education for adults a fashionable movement. "The real point to be aimed at is to teach men and women how glorious a thing literature is." This narrowness of view concerning the function of university extension was typical of a large body of opinion in both Canada and the United States at that time. The meeting established The Canadian Association for the Extension of University Teaching, but it appears to have died within a year.
The development of university extension in Canada in a lasting form did not begin until the present century. Four years after the revitalization of extension at the University of Wisconsin, a Director of Extension was appointed at the University of Saskatchewan, the first position of its kind in Canada. Early in this century too Frontier College was established to bring education to work camps in isolated areas. Over 24,000 students had served as teachers in this unique program by 1952. Voluntary organizations of varying kinds became increasingly involved in adult education. School boards in most of the larger centers set up evening class programs for adults. In 1921 the Workers’ Educational Association was established in Canada, the first activities being centered in the Toronto area. Community councils interested in the fine arts were created in several cities.

In 1934, W.J. Dunlop of the University of Toronto suggested a national conference on adult education in Canada. It had become evident that there was need of some central, co-ordinating and referral agency in the field. Thus Dr. Dunlop was instrumental in founding the Canadian Association for Adult Education, which named E.A. Corbett, who had been Director of Extension at the University of Alberta, as its first director, and which has played a leading role in the field since that time.

World War II brought several significant events in the field of adult education. The Canadian Legion Educational Service was established to serve members of the armed forces. The National Film Board was created for wartime purposes and has continued since that time to serve in the educational field. The Canadian Broadcasting Corporation was created partly for educational purposes.

In 1950 one of the outstanding authorities on Canadian adult education
described what he felt to be the four most important developments since the end of the War.

The first is the entry of provincial government into adult education. Second, has been the development of community centres for recreation and informal education. Along with these has come a great number of municipally sponsored recreational projects. Lastly, there has been an up-springing of Canadian creative effort in art, crafts, music, drama, film, radio, ballet, literature.

The progress of the university extension movement in Canada has been slow, compared to that of its counterpart in the United States. However, by 1935 much significant work had been accomplished. In that year the first survey of adult education in Canada was published. The editor, Dr. Peter Sandiford, reported that university extension lectures and courses were the most wide-spread form of adult education in Canada. He added:

In the universities themselves, the very success of the university extension movements [sic] is sometimes a cause of misgiving. The more conservative members look upon it as something that inevitably tends to lower the standard of scholarship, either directly by admitting extension courses to university credit for a degree, or indirectly by dissipating the energies of those teachers who are called upon to give the popular lectures ... Whatever be our stand on the question, the fact remains that university extension is alive and in active operation from one end of the Dominion to the other.

A review of the extension programs of Canadian universities in the mid-1950's reveals a great disparity between the activities of a typical eastern institution and a typical western one. Two articles describing extension activities at the time stated very much the same conclusions. E.A. Corbett stated that the times and conditions under which extension departments had been established and the nature and demands of the communities they served had largely determined the type of program offered.

There are two main types of university extension programs in Canada. The first derives directly from the "course-giving function of the university", i.e., correspondence courses, night classes, extension classes for extra-mural students, etc. In some cases academic credits
### TABLE I

**Years In Which Extension Departments Were Established At Canadian Universities**

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<td>University of Montreal</td>
<td>1952</td>
</tr>
</tbody>
</table>

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1. Most of these institutions were doing extension work before the establishment of their department.
2. Except where otherwise indicated this information found in Corbett, E.A. University Extension in Canada.
3. Letter (1 Sept., 1955) H.W. Curran (Director) to author.
leading to degrees are offered in connection with the courses but the subject matter of the courses offered is likely to extend beyond the limits of subjects considered desirable or necessary in the pursuit of a degree.

The second kind of extension program is built less on the basis of traditional university work, and more on the existing activities and interests of people outside the university and its immediate community. This is true of all the universities of western Canada, of Laval, St. Francis Xavier, MacDonald College (of McGill) and most of those colleges not properly called universities but which have strongly developed extension services.

Dr. Corbett added:

There was a time not so long ago when the administration and staff of many of our Canadian universities regarded extension work as an entirely unnecessary activity and not properly the function of an institution whose first responsibility lies in teaching and research. Fortunately that time has passed. It is always recognized that a university's major emphasis must be upon academic standards and high intellectual achievement, but it is also apparent that the closer the bond between the university and the community it serves, the stronger and more secure its position becomes.37

The foregoing pages have described the main outlines of the development of university extension in the United Kingdom, the United States of America, and Canada, along with some of the pertinent phases of the adult education movement in general. It has been seen that extension in Great Britain has been on the whole of the lecture and class type. The former was imported into the United States in the latter part of the nineteenth century. For a variety of reasons a program built almost exclusively on lectures, after an initial success, reached a low point by the turn of the century. By 1910, however, several American universities had launched a new type of extension program, one determined more by the needs of the people and less by the traditional activities of the university. Characteristically, extension in
Canada provided examples of both the "British" and the "American" types. Within the latter category fell the program of the University of British Columbia.


9. Ibid., p. 36.

10. Ibid., p. 35.


17. Morton, University Extension in the U.S., p. 5.


22. Rosentretre, History of Extension at the University of Wisconsin, p. 110.


26. In the following account the author has had of necessity to follow the brief history of adult education in Canada written by E.A. Corbett which is included in Kidd, J.R., ed., Adult Education in Canada, Toronto, the Canadian Association for Adult Education, 1950. The same material also appeared in three parts in the February, March, and April (1947) issues of Food for Thought, the Association's journal. Some additional information appears in Kidd, J.R., Adult Education in the Canadian University, Toronto, Canadian Association for Adult Education, 1956.

27. E.A. Corbett in Kidd, Adult Education in Canada, p. 5.


29. It should be noted that certain traditional kinds of Extension activity had been offered since the 1850's by certain Eastern Canadian Universities. See Kidd, J.R., Adult Education in the Canadian University, Chapter III.


33. See Table I for the dates on which other Canadian institutions created departments.


35. Ibid. The section of the Sandiford survey on B.C. was written by E.A. Corbett, then Director of Extension of the University of Alberta.


CHAPTER II

EXTENSION ACTIVITIES 1915 TO 1933

1. Creation of the University

The University of British Columbia opened its doors on 30 September, 1915. This date marked the end of a long and stormy struggle over the nature and site of the institution. The story of the founding of McGill University College of British Columbia at Vancouver has now been told in E.A. Corbett's biography of Henry Marshall Tory and in H.T. Logan's history of the University of British Columbia. A biographer of Dr. Tory has pointed out that in coming to British Columbia on behalf of McGill University Dr. Tory had acted as "a special kind of extension director." It may be possible to think of McGill University College as an extramural center of the parent institution but it does not seem advisable to carry this line of reasoning so far as to consider its activities to fall within the purview of this study.

Nothing is known of the extension activities of the staff of McGill University College. Institutional reports for the period reveal nothing in this respect. It seems certain that there was no faculty committee coordinating what extension activity may have taken place. One of the faculty members of that institution can remember no organized program of extension lectures. He feels that the staff was too small and therefore too busy to have time for extramural work.

While McGill University College was serving the immediate need for higher education in British Columbia, the ultimate objective, that of a University of British Columbia, had not been lost sight of. The false start which had been made in 1890 in the form of "The British Columbia University
Act" (and its amendment of 1891) was followed in 1908 by further legislation. This "University Act" was designed to win a wide measure of popular support for the University. By this Act faculty's control over the affairs of the University was lessened in favour of public control. A Board of Governors was created with administrative powers and control of finances. The number of elective members to the Senate was increased. Another provision designed to encourage public support was contained in paragraph nine of the Act. This paragraph began:

The University shall, so far as and to the full extent which its resources from time to time permit, provide for:

Subsections b. and e. read.

(b) Such instruction especially, whether theoretical, technical, artistic, or otherwise, as may be of service to persons engaged or about to engage in the manufactures, or the mining, engineering, agricultural, and industrial pursuits of the Province: ....

(e) Such extra-collegiate and extra-university instruction and teaching as may be recommended by the Senate.

In April, 1910, the Government appointed a Site Commission headed by Dean R.C. Weldon of Dalhousie University to make recommendations concerning the location of the University. The report of the Site Commission was published on 25 September, 1910. It expressed views on subjects other than the site of the institution. In referring to the agricultural work of the University it recommended a College of Agriculture at the University (on the West Point Grey site) and Schools of Agriculture at other points in the Province. The College should supervise "the extension work and the schools of Agriculture."

These schools ... should provide short courses extending over the winter months of two or three years for the sons of farmers. Each school might specialize in one or more branches, such as horticulture, dairying, etc. Similarly, technical evening schools might be opened in the different coal-mining centres for the preparation of candidates for mining certificates, and in the metal-mining districts for the assistance of prospectors and others.
On 4 April, 1913, the Government appointed the first Board of Governors for the University and in the fall of 1915 the first classes were held.

2. Administrative Policy and Extension

Perhaps the most outstanding fact about the relationship between this University and its extension work has been the whole-hearted support which the latter enjoyed from U.B.C.'s Presidents. In the period under review in this chapter the Presidents were F.F. Wesbrook and L.S. Klinck. Dr. Wesbrook, the University's first president, planned the institution "on a cathedral scale." He was, according to one faculty member, most insistent that the University be of service in a variety of ways to the whole province. He is said to have expressed his convictions in this regard so consistently that he was criticized, on occasion for overemphasizing this phase of the University's obligations. President Wesbrook's convictions were directly stated in an article entitled "The Provincial University in Canadian Development," which he wrote in 1914. He said:

"The people's university must meet all the needs of all the people. We must therefore proceed with care to the erection of those workshops where we may design and fashion the tools needed in the building of a nation and from which we can survey and lay out paths of enlightenment."

In the words of his successor,

"Dr. Wesbrook sought to have the University serve all classes of people in its constituency. With him, the University was more than a repository for truth, it was a discoverer and disseminator of truth extra-murally as well as intra-murally."

It was he who was the first to see the part which the University might play in helping the veterans of World War I better their qualifications and fit themselves to return to peace-time vocations."
In the University's second President, Dr. Klinck, extension work had, if anything, an even more enthusiastic supporter. Appointed President by the Board on 26 May, 1919, Dr. Klinck had throughout his association with Dr. Wesbrook had impressed upon him the importance of the "public service" function of the University. The fact that Dr. Klinck had for several years been Dean of the Faculty of Agriculture, which had been actively engaged in extension since the founding of the University, would also help to explain why the new President was a staunch supporter of this work.

Dr. Klinck was a most active extension lecturer. It was often he who made the most extended tour of the interior, according to the Extension Committee's annual reports. For several years he listed "Adult Education" as one of his lecture subjects. The view has been expressed that it was his influence from the President's office which contributed very largely to the fact that such a large amount of the Carnegie grant of 1933 was devoted to extension activities.

3. Public Opinion, Government Policy, and the University

During the 1920's and the 1930's, the attitude towards the University on the part of the people of the Province, and more particularly of some members of the Legislative Assembly, was not what University authorities would have desired it to be. In view of the fact that the nature and extent of extension activity was to be influenced by a desire to improve the relationship between the people of the Province and the University, there is reason to consider this problem briefly.

McGill University College had been looked upon with disfavour by some alumni of other Eastern Canadian Universities. The University of British Columbia unavoidably inherited some of this ill-will in 1915. It acquired
other critics who were not happy with the choice of site which the government made.

On 3 October, 1918, the Ministers of Finance and of Education visited the University. They inspected the equipment and discussed financial problems.

The visit had been in part inspired by a request from the Board [of Governors] that the Government would co-operate in a campaign to interest the people of the Province in the University.

The Government

had to consider the criticisms of their followers, some of whom remained dubious as to the value of the University and the wisdom of its policy.\(^5\)

Two weeks after this visit the Minister of Education sent a letter to the acting President which revealed the nature of public criticism. Many of the questions asked of the University administration indicated that the Government was looking for ways in which the University was making itself of direct use to the public. Among the requests in the letter were the following:

9. I would like to have a description of your mode of making public for the benefit of the agricultural population of the Province the results of your experimental and demonstration work.
10. Is it the policy and intention of the University to give our boys and girls practical vocational training, regardless of whether they are undergraduates or not?
11. What are your facilities for such educational process?
12. Roughly speaking, what would be the necessary expenditure in order to be able to take up such vocational work there?

The letter also asked for certain statistics. Among them were:

f. The number of returned soldiers taking a short course at the University.
g. The number of other short courses or partial students.
h. List of short courses given and the duration of each course.

Dean Soward, in his history of the early years of the University, summed up the incident by commenting simply that these were depressing days. "The financial worry was still acute and the hold of the University upon public opinion seemed precarious."
In the year 1921 the first clash with the public over policy occurred. It concerned the practice of expelling from the University students whose efforts on the Christmas examinations were completely unsatisfactory. In the same year President Klinck appeared at a special meeting of the Liberal caucus to defend the University against attacks on its policy. That criticism of U.B.C. had been put forward on other grounds was revealed by a faculty memorandum to the Senate later in the same year. Faculty was protesting the raising of student fees. It stated that higher fees would reduce the number of students from outside the city who would attend and pointed out that "the charge is constantly made that this University is, to all intents and purposes, a local institution."

The financial crisis at the University which had brought about the higher fees became a lively political issue during 1921. The government grant, which the University did not consider adequate, was being branded as extravagant in certain other quarters. E.C. Henniger, M.L.A. for Grand Forks, stated that

... the big university grant was being used mostly to educate the sons and daughters of the rich.

M.B. Jackson, Member for the Islands, expressed another form of criticism which was being levelled at the University. He stated that

... the University, as it is now, is nothing more than advanced high school for Vancouver centre.

Canon Joshua Hinchliffe, M.L.A. for Victoria, announced that judging by the content of the student newspaper and by a certain history text book, communists were not only active, but were being tolerated at the University. The University's critics were found in influential positions, and the criticism took various forms.
The Faculty of Agriculture was frequently the recipient of criticism from legislators. One member advocated its being done away with entirely. It was pointed out in 1927 that almost one million dollars had been devoted to that faculty and yet only fifty-two students had graduated from it.

When the government, in 1925, overspent a loan which had been secured to construct University buildings, the Opposition made a considerable issue of it. The headline of the Vancouver Sun of 4 November read, "U.B.C. Costs Called Gross and Unconstitutional." A stormy debate in the Legislature about this issue produced further harmful results as far as the public relations of the University were concerned.

The University's problems were far from over. In 1929, the government carried out an inquiry into the University's administrative and financial practices. In December of that year, much more serious news was received in the form of an announcement to the Board of Governors from Canon Hinchliffe, who had just become Minister of Education, that he intended to check the rising cost of financing the University. The Minister, in the succeeding years not only checked rising costs; he cut the University's budget by almost two-thirds between 1930 and 1932. He made no secret of the fact that his particular target, within the University, was the Faculty of Agriculture.

These years were extremely difficult ones for the University. It was subjected to drastic budget cuts and to constant criticism from various parts of the Province. Within the University itself there were serious divisions over the use of the limited funds available. The President became the center of a violent controversy and was faced with an investigation of his administrative policies.
An article in the Graduate Chronicle for 1932 reflected the spirit abroad on the campus:

Today, when progress [at the University] has apparently ceased, when discussion and strife reign in place of fellowship ... Perhaps more important than campus morale, for the purposes of this study, is the criticism which continued to be directed at the University from the community. The Faculty of Agriculture was the target of repeated attacks.

In July of 1931 the Vancouver Star used these words.

The University of British Columbia ranks high and commands widespread respect. But it has been lop-sided. It has been driving a Rolls-Royce agricultural faculty on an Austin income, and the inevitable result has been straitened circumstances. An article in the Vancouver Province put it more bluntly.

The question now is, should a University be maintained at public expense, in the face of acute distress and unbalanced budgets, when the institution apparently does little more than graduate students who can not get jobs?30

The University had its supporters. The editorial policy of the Vancouver Sun consistently supported it in its battles with its critics, including the government. Quotations from three editorials reveal the bitterness of the dispute and the feelings aroused. In December, 1929, the Sun commented that

Education and agriculture seem to have fallen into evil hands in British Columbia.31

And as events unfolded:

There is certainly something sinister in Mr. Hinchliffe's attitude towards the University that will not be tolerated by the people of this province ...32

In March, 1931, even stronger words were used in an editorial titled "Crucifying the University."

The new University cut of approximately $150,000 in the present budget will practically squeeze out the University's life.
Until the University is reduced,

it will be tormented, bedevilled and crucified upon the ambition of this stubborn old man to become the educational czar of British Columbia.

And this gentleman who, tired of being a churchman and a lawyer, now yearns to be an educational Mussolini, proposes to assault and degrade the University until he breaks it to his will.33

The foregoing has been included with the intention of revealing the state of the public relations of the University throughout the 1920's and early 1930's. It is easy to understand, therefore, why among the motives for carrying on extension work would be the intent to educate the people of the Province about the usefulness of the University and the activity which was going on there. Professor Soward's statement with which he ended his history in 1930, was certainly still more than justified in 1933.

The University has still to secure from the people of the province the same faith and loyalty which older universities have won and which dispose Governments to be generous ... in furthering educational policies.34

It is not surprising, in view of this situation, that at least certain faculty members should feel that anything that could be done to increase the prestige and value of the University in the minds of the people of the Province should be encouraged. Some professors felt that there was a certain amount of pressure on them to do as much extension lecturing as possible in order to help with the process of strengthening the University's position.

4. Vocational Short Courses for Veterans

The University of British Columbia was founded during the First World War. The rehabilitation of veterans of that war was an adult education task which was thrust upon the young institution in its infancy and one to which it responded with a will.
It has already been pointed out that Dr. Wesbrook "was the first to see the part which the University might play" in helping the returned men better their qualifications and fit themselves to return to peace-time vocations. While he was in eastern Canada during May of 1916, President Wesbrook conferred with several government officials about the matter. Arrangements were also made with the Provincial government and by the spring of 1917, short courses in agriculture and mining were in operation. Sixty-five students attended short courses during that year and 258 in 1917-18.

In the academic year 1918-19, the number of students increased to 379. Provision for this number of students by no means met the demand. There was a serious problem of space in which to house and train the men. The Dominion Government was appealed to for the means with which to expand facilities. Their response was not what had been hoped for, but a grant of $60,000 was made for salaries and equipment and $11,500 for "special buildings at Point Grey including a dormitory to house 75 students."

During the year 1919-20, the number of short course students rose to 640, of whom more than 500 were veterans. A pamphlet published by the Extension Committee in 1919 provided a detailed list of what was being offered. It described courses in assaying and special features of mining, engine operation and maintenance, machine shop techniques, general electrical work, steam engineering, motion picture projection, mechanical draughting, ship draughting, commercial telegraphy, forestry and several branches of agriculture. Instruction was given mainly by special lecturers paid out of the government grants but also by regular University faculty.

From the fall of 1920 the number of students in these courses declined until, in the spring of 1921, regular courses ceased. In all, more than 1300
men were helped in this way to equip themselves for civilian life. The University played an extremely useful role in providing these courses and benefited by so doing. By bringing together the resources of the University, the Provincial Government, the Soldiers' Civil Re-establishment officials in Vancouver, and the Dominion authorities, it provided needed training for returned men and at the same time won itself friends throughout the province, friends whose support it was to have occasion to need. Certain buildings, including the cafeteria, which were built to serve the veterans' courses, were later taken over by the University on the Point Grey site. The veterans' program also brought the University into close contact with the industries of the province. Finally, the program was important in that it brought to the University a number of able, highly trained instructors, some of whom were later to become members of the Faculty of Agriculture.

5. Agricultural Extension

During the early years of the University's existence, most of the extension work that was carried on was offered by the members of the Faculty of Agriculture. It was assumed from the beginning that agricultural extension would be an important part of the work of the new institution. The Site Commission's report of 1910 made proposals about such activities. The first appointment made by President Wesbrook was Dr. Klinck, who was to head the Faculty of Agriculture. The two of them made several long trips through the province to survey its nature and needs, and Dr. Klinck, on the President's suggestion, spent part of 1915, 1916, and 1917, "in a study of different branches of agriculture in the province." This policy of allowing new staff and faculty members to become familiar with agriculture in British Columbia before attempting to teach at the University was followed by Dean Klinck and his successor, Dean F.M. Clement. They wished to make the results of research
and teaching at the University of practical value to the farmers of the Province.

Although the first degree students in agriculture were not admitted until the fall of 1917, extension short courses at the University for veterans and others were offered before that time. The first course was announced by an undated form letter which stated, in part, that

This course is especially designed to meet the needs of those, both amateur and professional, who are interested in Horticulture and Horticultural work ... The aim is to stimulate interest in the various branches of Horticulture by offering practical instructions based on the Science of Agriculture.

The regulation fee will not be required of returned soldiers. 45

Forty-four students attended this first course.

A pattern soon developed whereby three-month general vocational courses for veterans began in July, October, and April each year. January, February, and March were reserved for special short courses.

Funds from the Military Hospitals Commission and from the Soldiers' Civil Re-establishment financed the work for the veterans. The exact amounts spent are not known but the records indicate that an expenditure of $4,750.00 for this purpose was authorized by the Military Hospitals Commission on December, 1917. 46 Expenditures from the Soldiers' Civil Re-establishment for the year 1919-20, the peak year for enrollment in the program, was $45,025.00. To these annual amounts for operating expenses were added $81,649.23 from Provincial funds and $50,000.00 from Federal for buildings at the Point Grey site to be used in connection with the veterans' courses.

Dean Clement's report to the President on 7 October, 1919, revealed the type of activity included in the veteran's three-month courses. The class was divided into three groups of equal size. Group "A" was taking work in animal husbandry and dairying. Their work began at six in the morning and included
caring for the stables, milking the cows, processing the milk, and attending to the animals, in addition to the classroom work. Group "B" was working on agronomy and poultry husbandry. They too combined day-to-day care of crops and birds with classroom work. Group "C" combined work in horticulture with instruction in blacksmithing and carpentry. The groups rotated each month and covered all phases of the course during the three-month period.

Ten special instructors were employed for these courses throughout the most active years. In addition, several regular faculty members gave lectures to the group. The program was a most popular one and the facilities were taxed to capacity. By December, 1919, there was no space in the Point Grey buildings that was not being used by the three-month vocational course.

Funds also became available to the Faculty of Agriculture for carrying on extension activities over and above the courses for veterans. The Agricultural Instruction Act, a federal statute, provided funds to the provinces to assist with special educational work in agriculture. These funds were commonly referred to as the Burrell Grant. With this financial assistance the Faculty of Agriculture was able to develop an impressive extension program very early in its career. The fact that it had arrived so recently on the educational scene handicapped it to some extent in its attempt to get what it considered to be its fair share of the Burrell Grant. In some quarters there tended to be resentment of these new demands on the funds available. In an attempt to clear the air and to reach an agreement on what various agencies should be doing in the field of extension work, the University authorities met several times with officials of the Provincial Departments of Agriculture and Education. Following the meeting of 13 November, 1919, a statement of what had been agreed upon was issued.
Two general principles were established. The first was that all agricultural research would be conducted by the University. The other was that all courses of agricultural instruction exceeding three days' duration, in which particular emphasis is placed on the science underlying the principles taught, be conducted in future by the University rather than by the Department of Agriculture.

Other provisions of the agreement called upon the University to hold field meetings to discuss results of investigations and research, to co-operate with the Departments of Education and Agriculture (including interchange of instructors for courses), and to confer with the Department of Agriculture before undertaking any new work "in which the application of the two guiding principles adopted is not perfectly clear."

The Burrell Grant made it possible for the Faculty of Agriculture to maintain an "Extension Service" within the Faculty with a full time extension "assistant" in each of the five departments. These men travelled extensively, organized courses, and carried out survey work.

At times it proved difficult to keep the extension program under way because the grant funds were late in reaching the University from the Provincial Government. In a letter of 20 May, 1920, Dean Clement pointed out to the Deputy Minister of Education that although the University should have received $24,000 of grant funds during the previous two years ($8,000 in 1918-19 and $16,000 in 1919-20), it had actually received only $4,000 of that amount. He explained that the matter was urgent because the account was already overdrawn and there was "no money to meet salaries or expenses at the end of this month." Not until a year later did the University receive all the funds it had been promised. On 10 May, 1921, Dean Clement informed the President that he had just received a cheque for $8,000 which had been the balance due. He had learned from the Minister of Agriculture that the University would receive
$23,000 from the grant during the fiscal year 1921-22. This level of support was maintained for the next two years. Two kinds of courses were offered by the faculty during this period under the Burrell Grant. "Short courses" on the campus were offered in the fields of agronomy, animal husbandry, fruit growing and poultry husbandry. Between 1916 and 1923, 507 persons took courses in these fields at the Point Grey site. "Extension courses" or rural courses were offered in various other parts of the Province, the content of the course being adapted to the requirements of the particular district. In the Fraser Valley the emphasis was on dairying, while at places like Gordon Head it was on soils, fertilizers, and small fruits. The local district was asked to nominate a committee, which was responsible for the organization of the course and the attendance. The object was to make the district fully responsible for the success of the course, aside from the instruction. The courses were four or five days in length. Some idea of the extent of this program can be obtained from the following.

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Schools</th>
<th>Attendance</th>
</tr>
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<td>1918-19</td>
<td>4</td>
<td>196</td>
</tr>
<tr>
<td>1919-20</td>
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<td>570</td>
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<td>1920-21</td>
<td>5</td>
<td>175</td>
</tr>
<tr>
<td>1921-22</td>
<td>8</td>
<td>732</td>
</tr>
<tr>
<td>1922-23</td>
<td>7</td>
<td>582</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>2255</td>
</tr>
</tbody>
</table>
In 1921-22, the peak year, schools were held as follows:

<table>
<thead>
<tr>
<th>Location</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barriere</td>
<td>50</td>
</tr>
<tr>
<td>Nakusp</td>
<td>131</td>
</tr>
<tr>
<td>Invermere</td>
<td>89</td>
</tr>
<tr>
<td>Pitt Meadows</td>
<td>40</td>
</tr>
<tr>
<td>Pemberton Meadows</td>
<td>36</td>
</tr>
<tr>
<td>Vanderhoof</td>
<td>172</td>
</tr>
<tr>
<td>Telkwa</td>
<td>100</td>
</tr>
<tr>
<td>Terrace</td>
<td>114</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>732</strong></td>
</tr>
</tbody>
</table>

There was a wide range of other activities carried on under the Burrell Grant which may more accurately be classified as research, rather than extension, but which nevertheless resulted in the improvement of farming practices. Perhaps the most prominent of these were the farm surveys of small fruit, dairy and poultry farms conducted in various parts of the Province by the Extension Service. In 1919-20, fifty-eight farms were included in the survey. By 1923-24, there were 536. Every farmer taking part in the survey was sent a statement showing how he stood in capital investment, income, expenditure, profit or loss, compared to other men on similar farms. Reporting to the Acting-President on the work in late 1924, Dean Clement pointed out that

... all men do not profit equally from the financial statement sent them; some do not profit at all. The great majority are, however, gaining a great deal, as can be seen by a study of the reports sent out, and from the statements made to the field men relative to the work.62

Other research and experimental work carried on at the University that was valuable to the farmers of the Province included: the production of improved strains of wheat, and of various grades of cheese of consistent quality; testing and breeding work with clovers, grasses, forage crops and root crops; testing of various fruit tree sprays; and experiments with the bacterial control of milk. In 1923, Vancouver passed a new milk by-law which,
for the first time in the history of the city, regulated the bacterial control of milk offered for consumption. According to Dean Clement, this regulation "resulted from advice which had been sought from the Department of Bacteriology and the Department of Dairying of the University."

It was learned in 1923 that the Burrell Grant was to be discontinued. The whole Extension Service had been maintained from these funds. The Provincial Government was approached with a request that the work be continued from Provincial funds. In his letter to the Minister of Agriculture, Dean Clement stated his belief concerning the value and relative importance of the Extension Service.

I hold that the three branches of work in the Faculty, Research, Teaching and Extension, supplement and complement each other; that they are integral parts of a whole, and any re-organization that seems to be necessary because of shortage of funds must give an equal and due consideration to all three branches. The instruction within the University is based on the studies, investigation and researches conducted by and within the various departments. Without this original work, teaching becomes a text book proposition .... The vitality of the internal teaching is dependent on the connection with the people through the extension service. It is through the extension service that the findings and teachings of the faculty are carried to the people in general.

It is not desired in the above to overemphasize any one branch of the organization, but rather to put all on an equal basis, and if possible to show their interdependence.

The Provincial Government declared itself unable to replace the grant out of Provincial sources.

The question became, therefore, whether to do away with the extension service entirely or to adjust the faculty's existing budget so as to carry on with as much extension work as possible. Dean Clement's answer was expressed in a letter to the President:

I am firmly convinced that the lopping off of certain units of instructional work, and the discontinuance of certain phases of experimental work, even though of marked importance, are to be preferred to the entire abandonment of the extension service.
He forwarded to the President a plan whereby the extension service would be provided with $17,600 in 1924-25. This amount was to be found by reducing expenses in all departments of the Faculty and by utilizing the surplus of Dominion funds which still remained.

During the seven years following 1923-24, the Faculty of Agriculture continued to do a great amount of extension work. The number of short course students instructed each year varied between 120 and 175, except for 1929-30, when it rose to 279. The extension schools were discontinued. The farm surveys were continued and enjoyed the co-operation of more than 500 farmers each year during the period. Lectures, judging, demonstrations, and other outside meetings averaged 150 per year. Correspondence with farmers in the province was becoming increasingly technical. The Dean's report to the President for 1927-28 also made mention of a series of fifteen weekly lectures on poultry which had been offered at Haney under the auspices of the Maple Ridge School District.

Another type of extension course, the Occupational Course in agriculture, was authorized in the fall of 1925 and first offered in the fall of 1927. This program was designed for those who desired some grounding in the science of agriculture but who did not, (or could not because of lack of proper qualifications), wish to take a degree. The course included work in all departments of the Faculty. The students attended selected courses along with the degree students and at the end of a year were given a diploma.

In the years following 1930, the Faculty of Agriculture, like other Faculties, suffered severe reductions in its budget. Its financial situation vis a vis that of the other Faculties was a key factor in the investigation and in the shaping of public opinion during this period. In the two years
1930-31 and 1931-32, the Faculty's appropriation was cut by more than two-thirds. Six of the fifteen members of the Faculty were released from the staff.

In the following year the short courses in agriculture were cancelled. In a letter sent to the President in late 1932, the Dean explained that the funds were not available to advertise the courses, the reduced faculty did not have time to teach them, and as a result of leasing of farm lands at the University, the necessary equipment for practical instruction was not available.

It was not until the year 1934-35 that the tone of the Dean's annual report became more cheerful and hopeful. He reported to the President that the "spirit and morale" of the Faculty had improved during the year as a result of several factors, not the least of which was the prospect, which was by then apparent, of a University extension program.

6. The University Extension Committee

The University Extension Committee, often referred to as the Extension Lectures Committee, was formed in 1918. It was the forerunner of the Extension Department and during the years between 1918 and the establishment of the Department, arranged lectures by University faculty in all parts of the province.

The Extension Committee was set up in an effort to improve the public relations of the University. R.H. Clark of the Chemistry Department felt that the situation could be improved if the people of the province knew more about what was going on at the institution. He therefore suggested to the President that an effort be made to send the ablest men available on the campus to lecture throughout the province pointing out the "practical" contributions that the University was making to the province, to science, and to the war effort.
An opportunity to implement this suggestion soon presented itself. At the faculty meeting of 23 September, 1918, a letter was read from the secretary of the Young Men's Christian Association at Hastings Park asking the University to provide a series of lectures for the soldiers in that Camp during the following winter. Dr. Clark suggested the formation of a committee on Extension work and moved that such a committee, to consist of five members, be appointed by the chair. This motion was carried and the letter referred to the committee.

The first meeting of the Committee was held on 3 October, 1918. The members were Dr. Clark (chairman), H. Ashton, J.M. Turnbull, T.H. Boggs, and F.M. Clement (secretary). They undertook an ambitious program designed to improve communication between the University and the communities of the province. At the request of the Board of Governors, it was decided to prepare a letter to be sent to the members of the Provincial Legislature informing them about the work being done at the University. Secondly, it was decided to arrange lectures by faculty members in as many communities as possible in co-operation with local organizations. The Committee also recommended the preparation of a pamphlet for distribution to the schools and elsewhere, which would describe life at the University. An appropriation for the publication of the pamphlet was to be sought from the Board of Governors. It was decided to comply with the request from the Y.M.C.A. for a series of lectures and members of faculty were to be asked to volunteer their services and to offer lecture subjects appropriate to the occasion. Finally, the Committee resolved that all faculty members who made public addresses would be asked to report them to the Committee's secretary. The next faculty meeting approved these decisions, referred the lectures service back to the Committee for further study and forwarded the recommendation concerning the pamphlet to the Board.
In the end, two pamphlets were published by the University Extension Committee in the following months. One was entitled The University of British Columbia: General Statement of Its Scope and Activities and the other, The University of British Columbia: Descriptive Outline of Courses Offered. Both were dated January, 1919, and were profusely illustrated. These were followed in the fall of 1925 by three more publications under the auspices of the Committee, Buildings and Equipment of the University of British Columbia, The University of British Columbia: Research, and The University of British Columbia: Alumni.

Meanwhile, the Extension Committee continued to serve as co-ordinator of extra-mural lectures. The Chairman reported to faculty on December, 1918, that difficulty was being encountered in financing the lecture series for soldiers. On his motion faculty took up a collection among themselves to meet the expenses.

U.B.C.'s fifth Calendar (1919-20) was the first one to make mention of extension activities. It described the services available in the following terms:

University Extension Committee

The University Extension Committee is arranging to send lecturers in popular subjects to all parts of the Province. These lecturers will go out during the winter under the auspices of organizations applying for them. The Committee will defray the cost of travelling and hotel expenses, all local expenses (hall, publicity, etc.) being borne by the local organization.

The Committee reserves the right to arrange dates so as to permit a lecturer to visit several places in the same district on succeeding days and thus to save time and travelling expenses. The number of lecturers sent to any one place will depend entirely upon the interest shown in that locality and upon the funds at the disposal of the Committee. A list of subjects and lecturers can be obtained on application to the Secretary of the Extension Committee.
Illustrated pamphlets on the general work of the University are at the disposal of persons interested in educational progress in the Province. Applications for copies of these should be made to the Registrar.

Dean Soward, in his history, points out that this insertion was undertaken as a result of the desire of the University "to make itself better known to all parts of the Province and to meet a real demand for serious popular lectures."

The fact that this demand was a real one was demonstrated in subsequent years. The Committee reports available reveal the following numbers of lectures and total audiences between 1918 and 1934.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Lectures</th>
<th>Total Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1918-19</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>1919-20</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>1920-21</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>1921-22</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>1922-23</td>
<td>135</td>
<td></td>
</tr>
<tr>
<td>1923-24</td>
<td>174</td>
<td>19,382</td>
</tr>
<tr>
<td>1924-25</td>
<td>-</td>
<td>22,035</td>
</tr>
<tr>
<td>1925-26</td>
<td>162</td>
<td>15,454</td>
</tr>
<tr>
<td>1926-27</td>
<td>209</td>
<td>16,148</td>
</tr>
<tr>
<td>1927-28</td>
<td>183</td>
<td>15,841</td>
</tr>
<tr>
<td>1928-29</td>
<td>248</td>
<td></td>
</tr>
<tr>
<td>1929-30</td>
<td>207</td>
<td></td>
</tr>
<tr>
<td>1930-31</td>
<td>257</td>
<td></td>
</tr>
<tr>
<td>1931-32</td>
<td>242</td>
<td>26,635</td>
</tr>
<tr>
<td>1932-33</td>
<td>331</td>
<td></td>
</tr>
<tr>
<td>1933-34</td>
<td>311</td>
<td>34,358</td>
</tr>
</tbody>
</table>

The Committee had five different secretaries during this period, F.M. Clement (1918-19), J. Ridington (1919-20), H.E. Angus (1920-21 to 1922-23), W.L. MacDonald (1923-24 to 1925-26 and 1929-30) and O.J. Todd (1926-27, 1927-28 and 1929-30 to 1934-35).

Beginning in the fall of 1919, the Committee made an effort to inform appropriate organizations in the Province that the lectures service was available. In November of that year a list of ninety-six lectures which could be given by thirty-seven faculty members was sent out to such groups as schools,
Y.M.C.A.'s, Women’s Institutes and Boards of Trade. A covering letter, which was signed by Dr. Clark, explained that:

... the University Extension Committee is prepared to send out a limited number of lecturers to those parts of the Province where sufficient public interest exists, or can be aroused, to warrant the expenditure of time, effort and money involved.70

The letter also provided details with respect to costs and requested that the local group indicate their first six choices among the attached list of lecture topics and return their request to the University. An indication of how anxious the Committee was to promote this service is provided by the fact that in cases where no reply was forthcoming from the community, a second letter was sent requesting a response. Thereafter, a similar list of speakers and topics was sent out each year.

The extent of the lecture service over the years was of course influenced by financial considerations. At the outset, as has been pointed out, the local sponsor was responsible for local expenses related to the meeting and the University for the transportation and hotel costs. By early 1922, however, those conditions had changed. In mid-February Mr. Angus informed a correspondent in Victoria that

In previous years the University was able to provide funds to pay the transportation expenses and hotel expenses of lecturers, but in the current year the most that we have been able to do has been to grant some assistance in special cases.81

By 1931 the financial crisis which the University was facing began to have a limiting effect on extension activities. Lectures offered outside the Vancouver area became much less numerous owing to the abolition of the grant for travelling expenses. A few years later, speaking before the Vancouver Institute, President Klinck reviewed the history of extension work. He recalled that it had begun in 1918 and gradually expanded.
until 1932 when the scope of its operations was severely restricted as
the result of its being placed on a self-supporting basis.

Other policies affecting the lecture service were clarified as the need
arose. In February of 1921 Mr. Angus informed a Vancouver clergyman that

... lectures are arranged especially with a view of meeting the require-
ments of people outside Vancouver, that is to say, of people who cannot
under any circumstances attend lectures given at the University. A few
lectures have been arranged for particular organizations in Vancouver,
but in almost every case these arrangements have been made with the
lecturers direct. I am to say that the Extension Committee do not feel
that they could undertake the arrangement of a series to be delivered in
any one church.

The attitude of some members of faculty to giving lectures in Vancouver and
to extension work in general was revealed by an incident in early 1922. S.M.
Eastman of the History Department wrote Mr. Angus, suggesting that it would be
more beneficial if instead of giving lectures "at haphazard all over Vancouver",
the Committee offered a course of "say six or eight lectures in some special
field." He suggested that he might do such a series on the French Revolution
or the Italian Renaissance. The reaction of several persons to this
suggestion was sought by the Committee. Dean Brock's opinion was that:

It would not do to establish [this policy] in Vancouver. Our Extension
work is designed to introduce the Staff and the University to the Province
and to give outside points some of the advantages of the University that
Vancouver enjoys. At present we are not in a position to do this in an
adequate way and therefore should not contemplate night classes in Vancouver.

Dean Clement and Dean H.T.J. Coleman expressed similar opinions.

One of the most colourful incidents in the history of extension activity
at this University began during the fall of 1920. Mr. R.G. Drost of the
Central City Mission approached Dr. Boggs at that time and asked if he would
offer a series of lectures at the Mission. He explained that the coming winter
could be a tempestuous one in labour circles in Vancouver and that there were
a large number of loggers and longshoremen temporarily out of work in the city.
who could profit by a series of lectures on economics. He warned that there were a great number of radicals among them. Dr. Boggs and Mr. Angus decided to undertake the series. They took turns speaking on the main topics in a general survey course in Economics. Mr. Drost had suggested that perhaps between forty and one hundred men would attend. On the first night six hundred people were in the hall and throughout the series the audiences were between four hundred and six hundred each week. The procedure was that the speaker introduced the subject by speaking for thirty to forty-five minutes, after which thirty minutes was allowed for questions. For the next thirty minutes members of the audience were allowed three minutes each to make a statement on the subject. This unusual procedure allowed an opportunity for members of the audience, some of whom were eloquent, educated, and witty, to have their say. For the first few weeks, every participant from the audience poured scorn on the speaker, ridiculing his "thinly veiled attempt to disguise the fact that the Board of Trade was behind it all." Dr. Boggs remembers the taunt, "We know why you're here." After a few weeks had passed, there was a change in the tone of the audience's comments. They began to thank the speakers for their remarks. The speaker's views were wrong - and they proceeded to explain why - but they recognized them as independently held views, ones which were just as unpalatable in Board of Trade circles as they were in the Central City Mission.

The Extension Committee experienced some difficulty in persuading community organizations and faculty alike to avail themselves of the Committee's co-ordinating function. Mr. Angus pointed out to an organization which had booked two faculty members for the same night in early 1921 that
It has been suggested that any lectures to be given by members of
the University staff should be arranged for through the Extension Lecture
Committee (sic) of the University .... This would avoid all confusion
as to dates ....

A few days later a letter from Mr. Angus was read to a faculty meeting
requesting that all lectures which were arranged be reported to the Committee.
The Committee's annual report ended with the sentence:

The rule that all lectures should be reported to this Committee has not
been strictly observed.

Some indication of the difficulty encountered in retaining the cordial
co-operation of faculty members was given by the Committee's correspondence
for the year 1924-25. One Department head, when asked to submit a list of
addresses his staff were prepared to offer, answered that he would lecture
only if he were paid $25.00 and expenses for each lecture and that the Com-
mittee would have to contact his staff members individually. Another faculty
member announced that owing to the nature of his previous year's tour to the
Okanagan he had decided not "to have anything more to do with University
Extension work."

There were several indications over the years that the Committee was
interested in extension activities other than lectures. In late 1920 the
secretary wrote the registrar of the University of Wisconsin asking for infor-
mation as to what that institution was doing in the way of supplying material
for debates or short bibliographies to interested organizations. Mr. Angus
explained that the Committee had been asked to undertake "work of this sort"
at U.B.C. The Committee's report for the year 1923-24 concluded with this
sentence:

With a view to extending the scope of Extension work, and to organizing it
on a more regular basis than at present maintained, an attempt is being made
to collect from other institutions literature bearing on the subject of
University Extension.
In the report of the following year, the secretary pointed out that a request for a tutorial class has been received from Victoria, indicating that "the public was coming to expect more than lectures in the way of extension services." He added that several requests had been received for library service such as were supplied by the University of Alberta and suggested that it might be advisable to set up such a service in British Columbia. In spite of these various indications of interest in other forms of extension work, no other kinds of service were inaugurated during the period.

The Committee played a role in arranging radio talks beginning in 1924-25. The first mention of such activities appeared in its report for that year, which stated that a series of lectures had been given on the radio by members of the Faculty of Agriculture. In the report Dr. MacDonald quoted Dean Clement's comments on the radio series to the effect that it had been "a huge success" and that letters of appreciation had been received from as far south as Oregon. Dr. MacDonald commented that the success of the radio series had "opened up a whole new area for extension activities." No systematic record of the number of radio talks given by faculty members in the subsequent years appears to have been kept but the Committee's report for 1926-27 stated that forty-four lectures had been given that year.

Two organizations were established during this period which were closely associated with the University Extension Committee. Their purpose was to provide serious lectures by faculty members and others for interested members of the general public. These were the Vancouver Institute and the University Extension Association of Victoria.

The Vancouver Institute was organized as a result of a suggestion made to President Wesbrook in 1916 by L.F. Robertson of the Classics Department.
A series of organizational meetings, the first of which was held on 25 February of that year, created the organization and President Wesbrook became its first president. The first public meeting was held on 12 October.

The purpose of the Institute was stated in its first program.

The Vancouver Institute has been formed to bring under one organization the various Courses of Lectures of public interest which have hitherto been delivered independently by a number of Vancouver Societies and Associations: and also to provide additional lectures of public educational value.

The meetings were held at the University (Fairview) for the first nine years. The lectures were relatively well attended. A high point was reached during 1924-25, when the average attendance was 175. When the University moved to its permanent home on Point Grey the following fall, the Council of the Institute decided that the meetings should continue to be held in the city.

The next four years, which have been called the "vagrant years" by the Institute's historian, were difficult ones for the organization. Membership and attendance decreased greatly and fewer University faculty were lecturing than had previously been the case. In June of 1929 the Institute accepted President Klinck's invitation to meet at the University the following season, a practice which was continued thereafter. The connection between the organization and the University was further strengthened in 1933 by a constitutional revision which entitled the President to appoint two members of the Council of the Institute.

Dr. Williams has commented:

This change in constitution was based upon experience and was in accord with the more intimate relationship between the Institute and the University.

The University Extension Association of Victoria was less directly connected with the University. Mr. J.T. Stott of Victoria, who was an admirer of the tutorial form of extra-mural studies in Great Britain, was
interested in launching a similar venture in Victoria as an extension program of the University of British Columbia. He began corresponding with the Extension Committee in the summer of 1923. The end result was not a tutorial class but the formation of the University Extension Association of Victoria. The objects of the Association were stated as "the arrangement of courses of University extension lectures" and "co-operation with other organizations in any form of educational activity." Although the University did not accede to Mr. Stott's repeated requests that the lectures be put on a tutorial basis, (including the opportunity for students to submit papers to the lecturers) his efforts did result in the decision to organize the season's lectures into brief series on related topics.

The organization of the Association was completed by the end of October, 1923, and the first lecture was delivered on 16 November by Dean Coleman. The University agreed to pay all the costs of providing the first speaker each year plus half the cost of the remainder. The Association had 141 members the first year and the number fluctuated between that figure and 93 (1930-31) in the balance of the period. In the fall of 1932, the University announced that it was no longer able to pay its share of the expenses and the Association responded by taking the whole burden itself.

The correspondence on file at the University and the recollections of those who took part in the organization's activities attest to the great amount of time and energy Mr. Stott gave to the Association. On the tenth anniversary of its founding Mr. Stott presented a review of the past years' activities. There had been 107 lectures given over the ten year period, all but four by University faculty members.
In the summer of 1934, when Dr. Peter Sandiford directed the first national survey of adult education in Canada, the study of British Columbia was conducted by E.A. Corbett, then Director of the Extension Department of the University of Alberta. His findings serve as a summary of the University's activities in the field on the eve of events leading to the creation of the Department of University Extension.

Professor Corbett reviewed extension activities at U.B.C. under four main headings: lectures for community organizations; radio talks; Saturday and evening credit lecture courses (see Chapter V); and Summer School. He also pointed out that the Vancouver Institute and the University Extension Association of Victoria were operating "in co-operation with" the University.

Although Professor Corbett found little extension activity at the University on which to report in 1934, the foregoing pages have given some indication of what had been accomplished in the previous nineteen years. The vocational rehabilitation of veterans of the First World War had been the first task. As long as funds were available, an agricultural extension service had been maintained. The faculty of the University had provided a lecture service of considerable scope beginning in 1918. The University was soon to have the opportunity to give further evidence of the importance it attached to extension work.
FOOTNOTES


4. H.T. Logan in interview with the author.


6. It was actually dated 28 June.


8. Vancouver News Herald, 4 August, 1944.

9. H.T. Logan in an interview with the author.


12. Notes prepared by Dr. Klinck for the author.

13. Notes prepared by Dr. Klinck for the author.

14. H.T. Logan in an interview with the author. Dr. Klinck confirmed in an interview that he approved of the funds being put to that use.


16. Ibid., pp. 200-03.
FOOTNOTES (continued)

17. See The Victoria Colonist, 11 February, 1921.

18. The Victoria Times, 19 November, 1921.


20. The Victoria Times, 2 December, 1922.


22. Vancouver Sun, 4 March, 1927.

23. See also Vancouver Sun, 12 November, 1925, p. 1 and Victoria Colonist, 8 December, 1925.


25. $587,000 to $250,000. See Logan, Tuum Est, pp. 110-13, 115.

26. See Vancouver Province, 12 December, 1929.

27. For a brief account of the internal trouble see Lett, Sherwood, "Events Leading Up to the University Investigation," Graduate Chronicle, May, 1932. Also Vancouver Sun, 26 March, 1932 and Victoria Colonist, 6 April, 1932.


30. Vancouver Province, 22 September, 1933, p. 3 of magazine section.

31. Vancouver Sun, 26 December, 1929.

32. Vancouver Sun, 8 January, 1930.

33. Vancouver Sun, 11 March, 1931.


35. This "pressure" reported to the author by G.G. Moe and T.H. Boggs in separate interviews.

36. Notes prepared by Dr. Klinck for author.


39. The University of British Columbia: Descriptive Outline of Courses Offered. It is noteworthy that of 36 pages of pictures and text, 9 were devoted to extension work. The full statement on "Returned Soldiers' Vocational Work" will be found in Appendix I.

40. Totals for the subsequent years were 1920-21/550, 1921-22/83.


42. Notes prepared by Dr. Klinck for the author.

43. Separate conversations with both men.

44. See letter, (31 Oct., 1918), L.S. Klinck to Hon. J.D. McLean, Minister of Education.

45. This letter is preserved in the files of the Faculty of Agriculture, hereafter referred to as Agric. Files.

46. Memo, (8 May, 1918), in Agric. Files.

47. Budget itemized in Agric. Files. Amount for the following year, the last year of regular classes, was $24,177.00.

48. This amount itemized in Agric. Files, 1921.

49. Letter, (7 October, 1919), F.M. Clement to L.S. Klinck.


51. Dean F.M. Clement in interview with author.

52. See Appendix II for full text.

53. For most important discussions of Burrell Grant at Board of Governors, see minutes of meetings on March, April, May and June of 1921, May, June and December, 1923 and May, 1924.

54. Letter, (20 May, 1920), F.M. Clement to J.W. Gibson. Grant funds came to the University via the Provincial Department of Agriculture.


56. Memo, (3 April, 1924), F.M. Clement to Pres. Klinck.
FOOTNOTES (continued)

57. Memorandum (12 Oct., 1921) F.M. Clement to President Klinck.

58. Detailed course outlines of several courses in Agric. Files.


60. Compiled from reports to President.

61. Letter (7 April, 1922) F.M. Clement to President Klinck. Most students did not attend all the lectures. These figures were average attendances and represent approximately half the actual total attendance.


63. Ibid.

64. Quoted in memo (3 April, 1924) F.M. Clement to President Klinck.

65. Letter (7 February, 1924) F.M. Clement to President Klinck.

66. This budget and other related material are in the Agric. Files for the years concerned.

67. Courses were held in Invermere and Nakusp in 1929-30, the only ones in the period.

68. Figure given in Dean's statement to Senate.

69. Letter (22 Dec., 1932) F.M. Clement to President Klinck.


71. R.H. Clark in an interview with the author.

72. Minutes of Faculty No. 348: 23 Sept., 1918.

73. See minutes in Appendix III.

74. Minutes of Faculty No. 358: 8 Oct., 1918.

75. Minutes of Faculty No. 384: 4 Dec., 1918.

76. U.B.C. Calendar, 1919-20.


78. Letter in Extension Committee Correspondence 1919-20.

79. See Appendix IV for text of both letters.
80. The Annual Report of the Committee for 1925-26 stated that the secretary's failure to take the initiative during the year in arranging lecture tours had resulted in fewer of them.


83. Address delivered on 16 Nov., 1935. "A Plan for Adult Education in British Columbia." In 1931-32, the Committee's total expenditure had been $553.42.


85. Original letter not available. Copies made by the Committee do not show its date.

86. These replies among Committee correspondence 1921-22.

87. The following based largely on recollections of Dr. T.F. Boggs as told to author in interview.

88. Letter (31 Jan., 1921) Mr. Angus to Mr. Glenesk.

89. Minutes of Faculty No. 824: 9 Feb., 1921.

90. Annual Report 1920-21 in Correspondence.

91. Letter (1 Oct., 1924) G.G. Sedgewick to W.L. MacDonald.

92. Letter (27 Sept., 1924) C. McLean Fraser to W.L. MacDonald.

93. Letter (20 Dec., 1920) H.F. Angus to The Registrar, University of Wisconsin.


95. Ibid.

96. The following account is based on minute books, scrap books, and programs of the Institute which are deposited with the U.B.C. Library, on conversations with present and former officers, and on a history of the organization which has been written by Dr. M.Y. Williams. His history is at the time of writing still in manuscript form.

97. G.M. Shrum was the key figure in the revival of the Institute and in the constitutional changes made at this time.
98. The following account is based on the correspondence of the Extension Lectures Committee, minutes and scrap books in the Provincial Archives, Victoria, and correspondence and conversations with past and present executive members of the Association.

99. The first letter was dated 17 June, 1923, J.T. Stott to H.F. Angus.

100. Formally approved at meeting of 18 Oct., 1923. See Minute Book No. 1, University Extension Association of Victoria (U.E.A.V.).

101. Minute Book No. 1, U.E.A.V.

102. Certain other types of extension activity began in the period covered by this chapter but discussion of them has been reserved to the appropriate chapters below. This is true of evening classes, extra-sessional credit courses, and professional short courses.
CHAPTER III

STEPS LEADING TO THE CREATION OF THE DEPARTMENT OF UNIVERSITY EXTENSION: 1933 - 1936

In the latter half of 1933, President Klinck received two letters, the contents of which were to have great significance for the future of extension work. One was from the Carnegie Corporation of New York and announced that a grant of $50,000 was being made available to the University for projects of its own choosing. The other was from the Vancouver Council of Social Agencies. It reminded the University of its responsibility for adult education and enclosed a tentative course outline for a series on "Social Problems, Methods and Agencies." Each of these letters touched off a series of events within the University which converged in October of 1934, and led to the creation of the Department of University Extension in April, 1936.

1. The Carnegie Grant

In late November, 1933, President Klinck received the following letter from the President of the Carnegie Corporation of New York.

Dear President Klinck,

Our Trustees have set aside $200,000 at a recent meeting to enable the Corporation to support some worthy undertaking which would cost not more than $50,000, at each of the four Western provincial Universities of Canada. We want the Universities to propose the enterprises to us. What we have in mind is that in these periods of general depression to say nothing of the peculiar difficulties which Western Canada has had to face, there may be a real opportunity for us to be of service beyond the sums involved, since the very fact of starting some new and significant work is likely to have a stimulating effect on the morale of the institution in question.

While I do not wish to do your thinking for you, I venture to say that one worth while job would be more likely to have the effect desired than a division of the funds available among a number of smaller enterprises.
Would you be kind enough to discuss this matter with your associates and let me hear from you at your convenience?

With best wishes,

Sincerely yours,

"F.P. Keppel"

The President acknowledged Dr. Keppel's letter a week later and on 28 November asked the Secretary of the Senate to place the matter on the agenda for the next meeting of that body.

At the next meeting of the Faculty of Arts and Science, which was held on 5 January, 1934, Dr. Keppel's letter was read. The minutes reveal that several possible projects had already been suggested. A letter was received from the Faculty of Applied Science which suggested a Joint Faculty Committee to consist of the President, the Deans, and representatives of each faculty to consider the offer and to receive proposals for the use of the funds. Appointed to the committee were: for Arts and Science - Dean Buchanan, H.F. Angus, W.N. Sage, and A.H. Hutchinson; for Applied Science - Dean Brock, J.M. Turnbull, H. Vickers, and M.Y. Williams; for Agriculture - Dean Clement, H.M. King, and G.G. Moe. By the end of the month the Joint Committee had gathered the suggestions of faculty, narrowed the twenty-five proposals down to three major and five minor ones, and taken a vote among all faculty members to determine their preferences. The three major proposals were:

1. a project to raise educational standards of the Province by providing opportunities for advanced study and research for members of the staff and giving employment and teaching experience to graduate students.

2. a proposal to improve the relations of the University to the people of the Province by increasing its usefulness to and its contact with them by extra-University activities, more particularly by organizing and supervising adult education under University auspices, with, at the moment, special attention to educational work in Unemployment Camps.
3. Side by side with the project for an Investigation of the economic crisis in B.C. is mentioned the project for an Historical Study of Settlement in B.C., since the field work necessary for the former may facilitate the execution of the latter.

Using a preferential ballot, faculty members gave 164 points to the project to raise educational standards, 117 to the extension proposal, 86 to one of the "minor" projects (providing Master's degree work), and 59 to the investigation of the economic crisis.

Of these suggestions the one which is of greatest interest for the purpose of this study and the one to which the majority of the $50,000 grant was eventually devoted, is the "proposal to improve the relations of the University to the people of the Province." It was suggested for consideration by A.F. Barss of the Faculty of Agriculture. Dr. Barss had been at the University since 1918 and had taken an active part in the veterans' rehabilitation program and in the extension program carried on by his faculty. He had been greatly disappointed when the termination of the Burrell Grant and the subsequent reduction of his faculty's budget resulted in the elimination of extension work. When, therefore, an opportunity presented itself to launch a "new and significant" project which would have a "stimulating effect on the morale of the institution," he naturally thought of the revival of extension activities.

Dr. Barss's submission contained some strong words. The first paragraph, headed "The Present Situation," was a vivid commentary on the situation in which the University then found itself.

This University is suffering severely from lack of contact with its constituency - the people of this Province. The present condition of relative isolation is having a serious effect on the University as a whole, as well as upon its faculties and the individual staff members. The blame for the shrinkage in the number of students, for the criticisms of the public, for the indifference or hostility of the Press, cannot all
be placed on the present depression, but rather may in large measure be credited to the enforced lack of touch with the "outside."

He went on to point out that for reasons of self-preservation or out of duty to the tax-paying public, there was a need to provide a variety of services which elsewhere had come to be included within the work of an extension or adult education department.

He suggested the creation of such a department, which would include among its services:

1. A "Field" Secretary who would meet interested groups or individuals and discuss the University with them.
2. The University news service and bulletin service.
3. A radio broadcasting station with a program arranged by the University.
4. Lecture series, Short Courses, Extension Schools at various points in the Province.
5. Conferences or annual meetings of various organizations sponsored by the University and held at the University.
6. University "Open House" or inspection tours arranged for interested bodies, clubs, institutes, school classes, high school teachers, etc.

When, at a later date, Dr. Barss expanded his submission for presentation to the Senate and Board of Governors, he added to the list of services which might be offered. He suggested a conference or series of conferences in the Province to determine the needs of the public. He also added a general heading, "Adult Education," and included under it such things as evening classes, reading courses, short courses, study groups, vocational refresher courses, and "Unemployed Camp Schools." He also suggested a library loan service for the rural areas.

The faculty forwarded their recommendations to the Senate and Board of Governors in late January, 1934. On receipt of this communication, both bodies appointed members to a joint committee and referred the matter to them. Three meetings of the joint committee were held during February. At the last of these,
the projects still under consideration, including Dr. Barss's, were referred back to their sponsors for further elaboration.

In late March President Klinck met the Presidents of the other three Western Universities at Winnipeg to discuss matters related to the grant. The President found that most of the Universities were giving some consideration to extending adult education services and that all present agreed that it would be a worthy project for the Carnegie funds. The President reported on the Winnipeg meeting to the joint committee on 27 April. A decision was made at that time to recommend the Barss proposal as one of the projects to be financed. At the next meeting of the committee, on 9 August, it was decided to recommend that $30,000 be used for extension and adult education, $10,000 for subsidizing travel expenses to learned societies for those who were to present papers, and $10,000 for scholarships and equipment for graduate work. Expenditure of these sums in each case might be extended over a period of three or four years. This recommendation was accepted by the Senate on 4 September, and by the Board of Governors six days later.

Why did the University decide to devote the majority of the Carnegie funds to the extension proposal? Dr. Barss had submitted it in the first place in the belief that it would "improve the relation of the University to the province." He and several other faculty members who took an active part in the deliberations at that time, agree that it was the desire to improve the public relations of the University that was the main reason why the proposal was adopted. A strong factor in the situation too was the whole-hearted support of the President for the project. President Klinck sums up the reasons for the decision as follows:

1. Thirteen years of practical experience with this type of education.
2. The eager response on the part of practically all classes.

3. The increasing public interest and insistent appeal for a wider range of subjects and courses.

4. Willingness of the extension classes to assume a larger measure of responsibility and to defray an increasing proportion of the cost.

5. An aid to enabling a larger number of the professorial staff to keep in touch with the people.

6. The possibility of obtaining increased financial support from governments, corporations and individuals.

7. The conviction that Adult Education was one of the most significant educational movements not only for the day but for the future.

8. And finally, to comply with the terms of the Carnegie Corporation's grant, namely, "to enable the University to initiate some new and significant work which would have a stimulating effect on the morale of the institution." 19

Once it had been decided to spend $30,000 on extension and adult education, the next step was to ensure that the money was spent in the best possible way. The Senate decided at its meeting in October to place supervision of this work in the hands of its Committee on Extra-University Teaching. This committee had been set up to deal with the other letter President Klinck received in the fall of 1933.

2. The Falk Letter and Committees on Extra-University Teaching

In July of 1933, President Klinck received a letter from J.H.T. Falk of the Vancouver Council of Social Agencies which set out (at the President's request) the former's views with respect to extension lectures. The letter called upon the University to live up to its responsibility in the field of adult education. The author pointed out that since boyhood days he had "been accustomed to think of a university as a powerful factor in shaping adult public opinion within the community in which the university is established." He cited
Liverpool, Oxford, and McGill Universities as institutions that were attempting to do their duty in this respect and pointed out that the need was particularly urgent "at this time of flux in our social and economic thinking." With that in mind he attached a tentative outline for a course of fourteen lectures on "Social Problems, Methods and Agencies" which he hoped would be offered by the University of British Columbia.

The President sent a copy of the letter to the Senate, where it was discussed at their first meeting in the fall term. It was referred to a committee to be named by the Chair. The Committee was also directed "to consider the wider question" of responsibility for adult education and to report back to the next meeting of Senate. The committee which was named was made up of H.F. Angus (chairman), J.N. Harvey, P.A. Boving, W.H. Vance, Dean Brock, and the President, ex officio.

The first meeting of the committee was taken up largely with discussion of objections certain members had to a memorandum circulated in advance by the chairman. It was, however, agreed that the chairman should "ascertain ... the status of 'Adult Education' in different parts of Canada and the United States."

After prolonged discussion a motion was carried to the effect that

The Committee is prepared to approve of the principle of external instruction - provided that such work does not interfere with the interests of the regular student body.

The minutes of the four subsequent meetings of this committee have not been found. Its report, which was made available in December, was prefaced by two statements of principle. The first was that no extra-university instruction should prejudice the interests of the regular students; specifically that all work should be self-supporting financially, that no university instructor should be overloaded, and that no instructor should be absent from lectures for
an unreasonable length of time. The second principle was that all instructors should be appointed by the University and that the content of every course should be approved by the head of the department concerned.

The following specific recommendations were made:

(a) That the Senate assume direct responsibility for extra-university instruction.

(b) That extension lecture work of the type hitherto in operation be approved.

(c) That organizations inviting lecturers be allowed to charge an admission fee to defray the expenses incurred - but not to raise money for other purposes.

(d) That organized extra-university instruction (i.e. courses of lectures designed as teaching courses) be also approved on the following principles:
   i. That the classes shall not carry university credit.
   ii. That, as already provided, they shall be self-supporting.
   iii. That as many departments of the university as possible shall offer courses, though not necessarily in the same year.

(e) That these policies, in their purely academic aspects, shall be elaborated and carried out by a Senate committee of five to be appointed by the Chair.

(f) That this committee shall make an annual report to Senate on its detailed policy - the first report to be made as early as possible. The report also suggested that the committee to be appointed consider the desirability of offering a course along the lines of Mr. Falk's suggestion.

These recommendations were approved by Senate and forwarded to the Board of Governors. The committee named by the President in compliance with the terms of the recommendations, was called the Senate Committee on Extra-University Teaching and was made up of Dean Brock (chairman), Dean Buchanan, Dean Clement, Dr. Evlyn F. Farris, and Mr. Angus. At their first meeting they named Dr. O.J. Todd of the Classics Department as secretary of the committee and referred the Falk letter to the Board of Governors.
When the Board met on 29 January it had before it the recommendations forwarded from Senate as well as the letter from the Senate committee referring the Falk proposal for its consideration. The President submitted a further memorandum to the meeting stating that his general attitude toward the proposals was favourable "but that recommendations having to do with finances required careful study." He also spoke in support of the idea that the University should "look forward" to establishing a Department of Extension. In accordance with his suggestion, these matters were referred to a Board of Governors' Committee on Extra-University Teaching.

The committee of the Board met in mid-February and at that time decided to arrange a joint meeting with the Senate committee of the same name. The President presented a detailed memorandum pointing out the implications of several of the Senate's recommendations, particularly the one stipulating that extra-university activity was to be financially self-supporting. He also raised the question as to who was to be in charge of extension work, the President, as had been the case up until that time, or the chairman of the Senate Committee on Extra-University Teaching. A memorandum on this meeting written by the President explained that the committee felt it did not have sufficient information to enable it to deal with the matters at hand. It also wished to defer further consideration until the President had returned from a national symposium on adult education for which invitations had been issued by W.J. Dunlop of the University of Toronto. The Board of Governors endorsed this view later in the month and so did the first joint meeting of the two Committees on Extra-University Teaching which was held shortly thereafter.

At the Toronto meetings, which were held in late May, President Klinck was named as British Columbia's representative on a continuing committee charged
with the task of planning a national organization in the field of adult education. Back in British Columbia, the President met with a former University colleague, the Hon. G.M. Weir, who had become Minister of Education in the new Liberal Government, to discuss adult education. The latter expressed great interest in the field and pointed out that the Provincial Government had voted funds in the current fiscal year with which to enlarge its activities in the field.

It was in the following September that the Senate and Board of Governors decided that $30,000 of the Carnegie grant would be spent on extension and adult education. When, therefore, the Senate Committee on Extra-University Teaching reported to that body the following month, consideration of the items in the report was postponed until after "the proposed re-organization of Extra-University Teaching." In this way, the two matters which had been under consideration separately for almost a year, the Carnegie grant and extension activity, had officially been brought together. Senate referred the further consideration of both matters to its Committee on Extra-University Teaching.

3. Working Out a Policy for Adult Education Activity

In the next few days the newspapers in Vancouver and Victoria carried full stories on both the division of the Carnegie grant and the type of adult education contemplated. In the Victoria Colonist it was stated that

The University of British Columbia is reaching out into the province to put its facilities at the service of constructive men and women in the fields of both industry and thought. Its aim is not only the education of youth, but to place its technical and cultural knowledge at the disposal of those who are building up the province industrially, and those anxious to study current trends of opinion or to broaden their educational background. Technical knowledge is brought to the miner, farmer, fisherman, lumberman, etc.; academic learning on scores of subjects to any who are interested.
Within the University, the task remained of working out a detailed program for the use of the $30,000, a policy to govern such activities, and the administrative machinery for carrying them out. The Board of Governors, like the Senate, decided to leave these matters for the time being with its Committee on Extra-University Teaching. At the Board meeting of 26 November, action on the Senate's recommendation that a Director of Extra-University Teaching be appointed was deferred until the joint committee had brought in its findings.

The President prepared a series of questions concerning the policy to govern extension work which he presented to the Senate Committee in early December. Those for immediate consideration by the Senate Committee were:

1. The object and scope of Extra-University Teaching should be defined.
2. Should a department of Extra-University Teaching be established, or should a purely temporary organization be set up?
3. If a department is established, what name should it bear?
4. If a department is not constituted, should the organization and administration of whatever work is undertaken come under this Committee, or should a special committee be appointed for this purpose?

For consideration in joint session:

1. Should Extra-University Teaching be made self-supporting?
2. Should the entire cost of administering Extra-University Teaching be charged against the $30,000.00 obtained from the Carnegie Corporation Grant, or should the University include an item, either regular or special, in its estimates for this purpose?
3. Should a Director be appointed or an Executive Secretary?
4. Should a special staff of lecturers be appointed ... or should the regular staff be increased sufficiently to carry the additional load?
5. Should lecturers receive remuneration?
6. Should fees be charged?
7. If fees are imposed, should they be kept on a self-supporting basis, or should the aim be to make Extra-University Teaching a profit-producing service?

8. Will the correlating of all existing work in adult education in the province be a part of the duties of the Director or of the Executive Secretary as the case may be?

9. Is it probable that the University can secure an experienced Director without having some very concrete proposal to make with respect to academic policy, rank, salary, tenure of office, and a reasonable assurance that there will be funds to continue the work for at least five years?

Further consideration of these and other matters was deferred until after the President had consulted with the Minister of Education. Apparently the University was desirous of obtaining an additional grant from the government which would help to finance extension work after the Carnegie grant was spent. The President advised the Chancellor and Board by letter, however, that while the Minister was strongly in favour of adult education, he had nevertheless stated that financing such work "was a matter for internal arrangement within the University."

The President's files for this period indicate that there were strong differences of opinion within the Senate committee about the future of extension and adult education work. This fact is confirmed by the recollections of committee members and by a submission on the whole matter written by a committee member, Mrs. Evlyn Farris. She pointed out (her paper is dated 19 February, 1935) that it was known in certain circles in Victoria "that someone on the committee is blocking the whole scheme." Her valuable paper made several suggestions that were in the end adopted. On 20 February the President sent a statement to members of the Senate and Board Committees outlining the significant events over the previous two years in connection with the matter they were studying, and taking note of the confusion in some minds over the lines
of authority which had been established. Mr. Angus, who became chairman of the Senate committee on the death of Dean Brock, circulated a further memorandum to the committee which described the situation as he understood it.

The minutes of a meeting of the Senate committee which was held on 15 March have not been found. A memorandum in the President's files indicates that the appointment of a secretary, "up-country" work, and the possibility of a survey of adult education in the province were discussed. Apparently the committee recommended a survey because the Board of Governors named a three-man team to conduct one at their meeting later in the month.

The Senate committee made an interim report in early May to the effect that in view of the fact that the Board had appointed a survey committee, detailed plans for the next year could be made only after the findings of the survey were complete. A lively debate on these matters continued in the following weeks. Both the President and the Minister of Education were in favour of the University making provision for adult education in its budget for the year 1936-37 and thereafter. This, however, was contrary to the policy approved by Senate in late 1933 to the effect that extra-university teaching should be self-supporting.

The long delay in establishing a policy for adult education, especially after the activity of the survey team in the spring of 1935 had stirred up renewed interest in the province, worried the President. He informed the Senate on 23 August that unless something is done promptly to meet the reasonable expectations of those individuals and organizations who are looking to the University for lecturers, study courses, etc., ... the general interest of the University as well as the cause of adult education will be seriously affected.
Within a month the Senate committee had reported and both governing bodies had approved its recommendations.

The committee made six recommendations. They were: that the Board of Governors make provision in the budget for 1936-37 for adult education activities (provided that teaching and research did not suffer); that a Department of University Extension be created when funds were available; that an Executive Secretary of University Extension be appointed until the Department was established; that senior men from all academic departments be made available during 1935-36 for lecturing throughout the province; that the President be given direction of the program for the year 1935-36; and that Senate ask for a progress report on the program at its February meeting. Where these recommendations conflicted with those approved at the meeting of Senate on 20 December, 1933, the latter were to be waived. Senate passed these recommendations on 13 September, 1935, and the Board did so three days later.

By these acts a policy for adult education services was established which was to be in effect until the Department of University Extension was created.

4. Survey of the Needs for Adult Education in British Columbia

In late March, 1935, the Board of Governors appointed a three-man team whose responsibility it was to determine the kinds of extension and adult education activities which were most needed by the people of the Province. Dr. Barss, in his original proposal, had suggested a conference or series of conferences for this purpose. Both Mrs. Farris, in her submission to the President, and Mr. Angus, in his memorandum circulated to the Senate committee,
had recommended a survey. This view was supported by the Senate as a whole.

On 29 March President Klinck wrote to each of the men, Dr. Todd, Dean Clement, and H.V. Warren (of the Department of Geology and Geography) to tell them of the Board's decision. He stated that their task was "to make a preliminary survey of adult education in the province," that they were asked to complete it in two months, and to report back to the Senate committee.

In carrying out the survey, Dr. Todd, who was chairman of the group, concentrated on the larger, manufacturing communities and paid special attention to the liberal arts and cultural interests. Dean Clement gave particular attention to agricultural communities and organizations. Dr. Warren covered the industrial and mining centers. It was felt that people would be more frank with faculty members who "talked their own language," and that the team members would be more sensitive to the needs of communities whose main economic and other interests were within their field of competence.

The Survey Committee held its first meetings in early April. The next few days were spent in making office arrangements, drafting a circular letter to be sent to individuals and organizations, assigning territory to the three members, and determining the procedures to be followed. On 12 April, in order to ensure "harmonious co-operation with other agencies engaged in adult education," Dean Clement and Dr. Todd met with senior members of both the Department of Education and the Department of Agriculture. Dr. Warren later saw the Minister of Mines and the Provincial Mineralogist.

In the next few weeks the survey team visited ninety-one communities. Care was taken in every center to point out that the present effort was being financed out of the Carnegie grant and that whatever program was decided upon should not be regarded as one that would necessarily continue beyond the period
covered by the grant. An effort was made to have the University's efforts supported locally by as wide a cross-section of the community as possible. To this end, committees were established in thirty-two centers to deal with local problems connected with the project. Newspaper reports on two of Dr. Todd's visits indicate that strong local interest was aroused by his meetings with local citizens. If the articles are accurate, it seems clear that communities were given a fairly strong indication by Dr. Todd that lectures, and possibly travelling book collections, were the services that the University could best provide.

The results of the survey revealed that there was great interest in anything the University had to offer.

... There is a general eagerness for instruction and guidance in particular subjects or in something, no matter what the University chooses to present.57

... The general desire was for personal visits of University lecturers, supplemented by discussion and guidance in reading, particularly in the fields of Agriculture, Current History, Economics, Literature, technical subjects, Psychology, Science, and Parent Training.58

Interest was also expressed in correspondence courses, radio programs, credit courses, and visits by the University debating teams.

The Survey Committee was also approached by certain organizations for outright financial assistance. Requests from the Community Self-Help committee of the Vancouver Council of Women and from a representative of the National Folk Festival survive in the President's files. Letters from the Parent-Teacher Federation and the Public Library Commission promised full co-operation in the proposed adult education program.

On 25 June, having completed almost all of the survey, the committee submitted a preliminary report which summed up their findings, recommended an ambitious lecture service for all major centers in the Province and made these
further comments:

The Survey Committee would emphasize three needs. The first is that for an active central executive to give time for the consideration of the various problems that are bound to arise. The second is that of selecting only first class men for the lecturing. The Committee feels it imperative that if the work is to be done at all, it must be of a high grade. The third is that of ensuring that lecturers are not overburdened, but shall be in a position to give their best at every point.

If the funds at the disposal of the University are not adequate to cover the whole Province, the Survey Committee feels that Vancouver should be sacrificed for the benefit of more remote districts, which are inclined to feel at present that they are cut off from University influence, and in some places to look upon the University as a Vancouver institution.

The Survey Committee has received a very strong impression that a worthy program of adult education will have an excellent effect throughout the Province and that ultimately it will prove a means of strengthening the University itself.\(^5^9\)

The survey was an expensive undertaking. Of a total expenditure of $4,176.62, $2,314.20 was used for salaries, $332.26 for supplies and equipment and $1,430.16 for travel. There is no doubt that the carrying out of the investigation, which involved meetings with leading citizens in almost 100 communities in British Columbia, served a useful purpose for the University. The findings were not in the least surprising. It has been pointed out that in view of the fact that lectures were the only form of University extension with which most of the communities were familiar, it was not surprising that their expressed wishes were for more of these.

5. The Adult Education Program 1934-1936

During 1934-35, while a policy was being established for the future of adult education, the lecture program had proceeded on the same basis as in previous years. The University Lectures Committee reported that 304 lectures had been delivered during the year to a total audience estimated at 32,377.
The following year was a very different story. During 1935-36, the University conducted the "emergency program," as it was frequently referred to in the reports at the time. This program was administered along the lines recommended by the survey team and was financed out of the grant funds.

The Board of Governors, at its meeting in September, 1935, took the steps necessary to launch the program. The "active central executive," which had been called for by the survey team, was provided in the person of Dr. Todd, who was named Executive Secretary of University Extension. He was relieved of approximately one-half of his teaching load for the year and was provided with an office, stenographer and an appropriation of $1,000 "for the purchase of reference books for adult education study groups."

The survey team also insisted that "first class men" be made available. The Board granted leave of absence with pay to members of faculty who were to lecture in the adult education program. Substitutes who took over the work of the men on leave were to be paid out of the grant funds. At its next meeting the Board decided that in addition to granting leave with pay and travelling expenses to the lecturers, it would pay an honorarium of ten dollars per lecture.

In early October, Dr. Todd released to the press the plans for the lecture tours. It was intended not only to increase greatly the number of lectures offered, but also to present series of lectures in as many centers as possible. A typical schedule would involve a lecturer in travelling around a circuit and speaking in five communities in the course of a week. He would repeat this several times during the year in the same area, thus providing the locality with a series of lectures by the same man. Two or three other lecturers might offer series in the same community.
During the year a total of 893 lectures were given, 573 of which had been arranged as part of the emergency program. The figures in Table II indicate the efforts which had been made to send lecturers to all parts of the province. There was an attempt to arrange series of lectures in as many communities as possible. There were 114 series offered, ranging from two to six lectures in length. A total of 457 books were circulated to 33 different centers. The cost of the emergency program, including the survey and the books, was $25,103.38.

In October of 1936, Dr. Todd wrote a report to be sent to the Carnegie Corporation in which he summed up what he saw to be the achievements of the program.

This program appears to have served its purpose; it found wide favour, and there has followed it a great deal of interest and a demand for continuation of adult education under University direction. It is well understood both within the University and among the local communities that future efforts cannot involve as many lecturers or as great an expenditure of money as this year; that the tendency will be rather toward the formation of study groups assisted by a certain amount of lecturing and guidance from the University. But with the initial effort of the past year and this change in method it would seem that adult education in the province has been put on a sound basis for future growth.

Apparently at some stage in the development of the program it became necessary to establish a firm policy with regard to what could be charged against the grant and what could not. One of the effects of this policy is the following verse which was sent anonymously to the President.

Since Adult Education
Hath the U.B.C. in thrall,
Re your extension lectures,
If you would be paid at all

For mileage in the future,
(Now this may seem quite odd)
Arrange them each and every one
Through Dr. O.J. Todd.

It is to be hoped that this was by far the worst product of the emergency program.
### TABLE II

**Geographical Distribution Of Lectures During "Emergency Program": 1935-36**

<table>
<thead>
<tr>
<th>Area</th>
<th>Arranged By Committee</th>
<th>Not Arranged</th>
<th>Radio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan Area</td>
<td>48</td>
<td>205</td>
<td>33</td>
</tr>
<tr>
<td>Fraser Valley</td>
<td>75</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Vancouver Island</td>
<td>85</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Rest Of Coast</td>
<td>29</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Main Line C.P.R.</td>
<td>58</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Okanagan</td>
<td>76</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Merritt to Grand Forks</td>
<td>27</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Kootenay</td>
<td>91</td>
<td>20</td>
<td></td>
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<tr>
<td>Cariboo (&amp; McBride)</td>
<td>40</td>
<td>5</td>
<td></td>
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<tr>
<td>Nechako</td>
<td>25</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Peace River</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States</td>
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<td>10</td>
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<td>Totals</td>
<td>573</td>
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<td>34</td>
</tr>
<tr>
<td>Estimated Attendance</td>
<td>37,870</td>
<td>32,550</td>
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</tr>
</tbody>
</table>

1. Figures from Dr. O.J. Todd's report dated 15 September, 1936, in President's files.
6. Creation of the Department of University Extension

The Senate Committee on Extra-University Teaching and the Survey Committee set up by the Board of Governors had recommended that a Department of University Extension be created and a Director named when the funds became available. At its meeting of 27 April, 1936, the Board of Governors created the Department and named as its first Director, Mr. Robert England.

Although those involved in the emergency program of 1935-36 had been most careful to explain repeatedly that the program was a temporary one made possible by the Carnegie grant, there can be no doubt that the University felt it could not, indeed, did not want to fail to follow up on what it had begun. There had also, apparently, been some criticism of the manner in which the money had been spent. It was felt by some that too much money had gone too quickly into travel allowances and lecturers' fees instead of being spent on facilities of a more lasting nature.

The Department's first director felt that to some extent the creation of the Department was meant to be an indication that although the bulk of the grant had been spent in a short period of time, the University was prepared to follow it up with a continuing program. With the appointment of Mr. England and the creation of the Extension Department, the University entered into a new phase of its relationship with the adult population of the Province.
Between December, 1933, and April, 1936, the faculty and governing bodies of the University spent a great deal of time and effort exploring the future of University extension and adult education as it would affect both the institution and the adult population it served. Having decided to devote $30,000 of the Carnegie Grant to adult education and having surveyed the needs of the province to determine the most suitable type of program, the University embarked on an ambitious and unique emergency program of extension lectures. At the conclusion of this program the University created the Department of University Extension and for the first time employed a full-time director of this work.
CHAPTER III

FOOTNOTES

1. Letter in President's files dated 20 Nov., 1933.
2. Copy in President's files.
3. Letter in President's files.
4. Minutes of Faculty of Arts and Science for 5 Jan., 1934.
5. Minutes of Faculty of Applied Science for 4 Jan., 1934.
6. Minutes of the Faculty of Agriculture for 4 Jan., 1934.
7. For complete list see President's files.
9. Details of the voting in President's files.
10. This and following information acquired during author's interviews with Dr. Barss.
11. See Appendix V for the submission as subsequently expanded.
12. See undated letter from S.W. Mathews to Senate and Board of Governors in President's files.
13. B. of G. at meeting of 13 Dec., 1933, postponed further consideration of the matter until Dr. Klinck returned from this meeting.
14. Memorandum on meeting in President's files.
15. This was moved by President Klinck and seconded by Miss A.B. Jamieson.
16. Minutes in President's files.
17. Dr. Barss, Dean Clement, Dean B.A. Eagles, H.F. Angus, H.T. Logan.
18. This stressed by Dr. Barss and Dr. Shrum.
19. Notes prepared by President Klinck for the author.
21. Letter (dated 10 July, 1933) in President's files.
22. Minutes of Senate 18 Oct., 1933.
23. Minutes in President's files.

24. It was dated 13 Dec., 1933.

25. Minutes of Senate 20 Dec., 1933.

26. The report also made recommendations concerning extension credit courses. See Chapter V.

27. Forwarded on 21 Dec., 1933.

28. Minutes in President's files.

29. See minutes of B. of G. 29 Jan., 1934, and memorandum in President's files.

30. Minutes of meeting and memorandum in President's files.

31. For a discussion of the significance of the Toronto meeting see Corbett, E.A., in Kidd, Adult Education in Canada, pp. 7-9.

32. Memorandum on meeting (24 July) in the President's files. G.M. Weir had been a professor of Education at U.B.C. before entering politics.


34. Ibid.

35. Vancouver Province and News Herald on 19 October and Victoria Colonist on 21 October.


39. Senate had ruled 20 Dec., 1933, that it should.


42. See Appendix VI.

43. From Dr. Klinck's memoranda it is clear that he placed high value on the views submitted by Dr. Farris.

44. See also letter to President from Mr. Angus (21 Feb., 1935) stating his point of view.

46. Report in President's files.

47. See especially memoranda for: 1. comment on Angus memo - 26 June. 2. meeting with Minister of Education - 30 July. 3. meeting with Minister of Education - 21 August. 4. Senate committee meeting - 6 September.


50. There had been a suggestion that E.A. Corbett be brought in to do the survey. See minutes of B. of G. 17 Dec., 1934.

51. Each to receive $250.00 per month plus expenses. Stenographic help also available.

52. Dr. Todd, in interview with author.

53. The following account is based on the reports of the committee and on interviews with each of the members.


55. More than one team member visited several communities.


58. Extension Committee report 20 Feb., 1937.

59. Copies of this report in President's files.


61. Dr. Shrum's comments to author.


63. Interview with Dr. Todd.

64. Letter (23 Sept., 1935) President Klinck to O.J. Todd.

65. See Vancouver Province 9 Oct., and Vancouver Sun 14 Oct.

67. Mention should be made too of an address Dr. Klinck gave to the Vancouver Institute on 16 Nov., 1935, in which he set out in some detail the significance of the program which the University had undertaken.

68. This draft in President's files.

69. In President's files.

70. Minutes of B. of G. 27 April, 1936.

71. Knowledge of this criticism gained in interviews with Mr. Robert England and Senator Donald Cameron (formerly Director of Extension, University of Alberta).

72. Interview with Mr. Robert England.
During its first nineteen years the Department of University Extension devoted more time and effort to vocational education of various types than it did to any other field. This was the case partly because the vocational needs of adults are ones which they feel particularly strongly (and which were undoubtedly accentuated during the depression years) and because it was in this field that both government and employers were willing to provide funds which made the development of programs possible. The Department's programs in vocational education fell into six categories: agriculture; Farm Forum; Dominion-Provincial Youth Training Schools; fisheries; home economics; and other vocational, business and professional courses. The evening class program conducted by the Faculty of Commerce and Business Administration has been included in the last category. Other chapters include a description of some courses such as the group development workshops, evening classes and the Summer School of Theatre which have also been taken for vocational purposes.

1. Agriculture

Two members of the Faculty of Agriculture played an important part in the re-establishment of extension work and the creation of the Department. A.F. Barss had drafted the proposal to devote part of the Carnegie grant to extension activities and Dean Clement had been one of the members of the three-man team which surveyed the needs of the province in the field of adult education prior to the emergency program of 1935-36. Before the Extension Department had established its evening class program, poultry and horticulture classes were given by faculty members within the evening program of the
Soon after taking up his duties as Director of the Extension Department in the fall of 1936, Mr. Robert England consulted with other agencies in the province to determine what role Extension should play in the field of agriculture. Relations with the Department of Agriculture, which maintained its own extension service, had been delicate ever since the University came into the field. In November Mr. England informed President Klinck that negotiations with the Minister of Agriculture and members of his department had been carried on by Dean Clement and himself in connection with proposed courses for Kelowna and Prince George. He stated that "the situation has to be explored very carefully and it will be necessary to move with tact." An appraisal of the progress that had been made during the year and of the problem which remained were provided by Mr. England in his annual report.

Agricultural Extension. This constitutes a very serious problem and as already suggested, either the Director or the Assistant Director should be a technical agriculturist of sound scholarship, tactful and adaptable. During the past summer an effort has been made to bring members of the Faculty of Agriculture in touch with the various Farmers' Institutes in co-operation with the Provincial Department of Agriculture. Professor Lloyd visited the West Kootenay Central Farmers' Institute at Grand Forks and also at Nelson. Professor Barss attended the Farmers' Institute meetings, District G. at Revelstoke and District E. at Quesnel. Professor Moe visited the District Farmers' Institute meetings at Vanderhoof and Telkwa. Professor Boving is engaged in an extensive tour of Institute meetings in the Peace River Block. In every case this co-operation with the Provincial Department of Agriculture has been productive of good results. There is an old understanding with the Department of Agriculture that the University short courses in Agriculture should be concerned with principles and should be over three days. Too rigid an application of this understanding might stultify the development of excellent projects. There are signs, however, that co-operation can be arranged with mutual benefit to all concerned.

In the meantime, the members of the Faculty of Agriculture carried on various other kinds of extension work. In the fall of 1936, in response to a request from President Klinck, Department Heads in Agriculture summarized the
work of their Departments. The replies mentioned several forms of extension, including corresponding and meeting with individual operators about their problems, analyzing and reporting on soil samples which were sent in for testing, giving lectures and demonstrations (sometimes in connection with judging at exhibitions), and taking part in radio broadcasts, including a 6 weekly series sponsored by the B.C. Electric Company. Similar activities were carried on each year thereafter over and above the courses which are described below.

After Dr. Gordon Shrum became Director of the Extension Department in the fall of 1937, he took a keen interest in this field and over the years spent considerable time attending meetings having to do with agricultural matters. During the eight years from 1937 to 1945, before a specialist in agriculture was added to the staff of the Department, evening classes and short courses were the main activities arranged by Extension. Evening classes on horticulture and poultry were given every year, often both in Vancouver and at centers in the Lower Fraser Valley. In 1944-45, a course on soils and pastures was added. The first short course was a one-day "Irrigation Conference" which was held on the campus in August of 1938. It was designed to acquaint farmers in the Lower Fraser Valley with modern developments in crop irrigation and was described by Dr. Shrum in his monthly report to the President as follows:

On August 17 a conference on irrigation was held at the University .... Approximately forty farmers attended this conference. They were most enthusiastic about the possibilities of using overhead irrigation on the pasture lands and field crops in the Fraser Valley. The week following the conference a group of twenty-nine farmers visited Lyndon, Washington, to inspect successful installation of this type of irrigation.7

The course was co-sponsored with the B.C. Electric Company and included
speakers from that company, the Faculty, the Oregon Agricultural College and the Puget Sound Power and Light Company. The following year two animal breeding demonstrations were given in the Okanagan. In 1944-45, new courses for seed growers, fruit and vegetable canners, Provincial Dairy Inspectors and poultrymen were offered.

In his annual reports for 1943-44 and the following year, Dr. Shrum recommended the addition of an "agricultural assistant" to his staff. This came about in September of 1945 when Mr. Arthur Renney, who had some years previously worked on the Youth Training program, was appointed. The effect of having a full-time person in this field from that point on was a considerable expansion of the program in three main areas, evening classes, short courses and other informational and miscellaneous activities.

Evening class offerings were greatly expanded in the next few years. The number of courses offered both in Vancouver and at other points in the Lower Fraser Valley was increased each year until a peak was reached in 1950-51. A list of the courses given that year indicates the general nature of the program.

<table>
<thead>
<tr>
<th>Vancouver area:</th>
<th>Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amateur Gardening and Horticulture</td>
<td>38</td>
</tr>
<tr>
<td>Professional Gardening</td>
<td>20</td>
</tr>
<tr>
<td>Poultry Husbandry</td>
<td>20</td>
</tr>
<tr>
<td>Rabbit Raising</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cloverdale Area:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Engineering</td>
<td>8</td>
</tr>
<tr>
<td>Beekeeping and Rabbit Raising</td>
<td>13</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>30</td>
</tr>
<tr>
<td>Poultry Husbandry</td>
<td>29</td>
</tr>
<tr>
<td>Soils</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Langley Area:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Engineering</td>
<td>20</td>
</tr>
</tbody>
</table>
Perhaps the most outstanding thing about the agricultural short courses, apart from the increase in their number, was the fact that in several fields annual series were offered. The courses for canners and seedgrowers were repeated for three years. A three-week (later five-week) course on dairying was offered in the fall of 1947 and each year thereafter. Many students who took it were subsequently licensed as inspectors by the provincial government. Courses for florists, mink breeders and turkey producers were also given for several years. In January of 1946, a Refresher Course for Veterans' Land Act Supervisors was held. Short courses were offered out in the province each year. Poultry husbandry and pasture management were the topics in most demand. In some respects the most ambitious development was the inauguration in the summer of 1948 of a series of "farm machinery field days." With the assistance of the newly-established Department of Agricultural Engineering, field days were held in eighteen different communities in all sections of the province, in twenty-nine communities the following year and six the next. Farmers brought their equipment to the center where instruction was given about its operation, adjustment and maintenance. In the final year under review, the following courses were given on the campus:

<table>
<thead>
<tr>
<th>Registration</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dairy Short Course</td>
<td>22</td>
</tr>
<tr>
<td>Ice-Cream Making</td>
<td>5</td>
</tr>
<tr>
<td>Florist Short Course</td>
<td>12</td>
</tr>
<tr>
<td>Hatchery School</td>
<td>70</td>
</tr>
<tr>
<td>Beekeeping Course</td>
<td>26</td>
</tr>
<tr>
<td>Poultry Fieldman's Course</td>
<td>45</td>
</tr>
<tr>
<td>Dairy Herd Improvement</td>
<td>8</td>
</tr>
<tr>
<td>Tree Fruit Pruning</td>
<td>66</td>
</tr>
<tr>
<td>Vocational Agricultural Workshop</td>
<td>17</td>
</tr>
</tbody>
</table>

In addition to evening classes and short courses, the Extension supervisor provided an information service on agricultural subjects. A large
pamphlet library was built up for distribution in response to inquiries on a wide range of subjects. Questions which could not be answered in this way were referred to the Faculty or to the Dominion or Provincial Departments of Agriculture. In 1948-49, Mr. Renney arranged interviews with a different faculty member each month on a topic of current interest and issued press releases on the subject. Beginning in 1951, the supervisor conducted tours of the University farm and took part in 4-H Club field days. In that way hundreds of young people each year were brought into contact with the work of the Extension Department and of the Faculty. A directory of leading personalities in agriculture in British Columbia, Who's Who in Agriculture, was produced by the Department and revised from time to time. During 1954-55 experiments were carried out with the use of tape-recorded talks by members of the faculty at meetings outside Vancouver. The supervisor took part in an experiment involving the use of radio in 1945-46.

One of the new developments was the Poultry School of the Air. This was an experiment in agricultural education by radio, arranged in co-operation with the Dominion and Provincial Departments of Agriculture and the C.B.C. Farm Broadcast. Talks given over the air by various authorities were supplemented with written materials and questions sent from the Extension Department. Many favourable comments were received about this course. There were 163 persons registered for this service.

In view of the fact that Agriculture has never been as important in the economy of British Columbia as it is in that of many other provinces of Canada, the accomplishments of the University and of the Extension Department in the field of agricultural extension, while not large quantitatively, were reasonably comprehensive. The effect of the fresh impetus given to it by Dr. John Friesen, who became Director of the Department in September of 1953 and who had been Director of Field Staff for the Manitoba Wheat Pool, was being felt by the summer of 1955.
2. **Farm Forum**

As a result of the efforts of UNESCO and other agencies to make the Farm Forum idea widely known internationally, the story of its origins and techniques has been told many times. It is looked upon as one of the outstanding original Canadian contributions to the field of adult education. Basically, it is an attempt to use radio to span the vast distances separating the farming homes and communities of the country and to provide a forum for discussion of issues and problems facing the farmers of Canada. Farm Forum first went on the air with nationwide coverage in the fall of 1941. It was sponsored by the Canadian Association for Adult Education, the Canadian Broadcasting Corporation, and the Canadian Federation of Agriculture. There were four main techniques involved. The first was the broadcast. On the basis of information gathered by the sponsoring bodies, problems facing the farmers of the country were identified and discussed on weekly half-hour broadcasts. Secondly, study material was prepared on the same topics and circulated in a special publication, *Farm Forum Guide*, in advance of the broadcast as background information. Neighbourhood listening groups or "forums" were encouraged to gather on the night of the broadcast (having read the *Guide*), listen to the broadcast, and then turn off the radio and go on to discuss the subject among themselves, using the "discussion questions" in the *Guide* as points of departure. The fourth step was reporting the opinions of the group to a provincial headquarters, which would in turn report to the national office. The latter then made the opinions known to departments of government or other agencies which were interested.

National Farm Radio Forum was extremely successful nationally. By the 1948-49 season, the number of forums had risen to 1,588 involving more than
27,000 persons. Comparable success was not achieved in British Columbia, however. There are a number of reasons why this was so. An early national report on the project summed them up as "the scattered rural population, patchy radio coverage and lack of adequate provision for fieldwork." It should also be pointed out that the problems of agriculture in British Columbia were in many respects different from those in the other regions (and therefore the broadcast topics less relevant to B.C.) and that the farmers' organizations which elsewhere were relied upon heavily as a means of promoting the program, were in many respects not as strong and effective here as in other regions.

Involvement in Farm Forum in British Columbia is indicated by the following figures:

<table>
<thead>
<tr>
<th>Year</th>
<th>Groups</th>
<th>Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1941-42</td>
<td>184 groups and individuals</td>
<td></td>
</tr>
<tr>
<td>1942-43</td>
<td>184 &quot; &quot; &quot;</td>
<td></td>
</tr>
<tr>
<td>1943-44</td>
<td>122 &quot; &quot; &quot;</td>
<td></td>
</tr>
<tr>
<td>1944-45</td>
<td>55 &quot; &quot; &quot;</td>
<td></td>
</tr>
<tr>
<td>1945-46</td>
<td>50 &quot; &quot; &quot;</td>
<td></td>
</tr>
<tr>
<td>1946-47</td>
<td>21 groups involving 257 individuals</td>
<td></td>
</tr>
<tr>
<td>1947-48</td>
<td>21 groups and 189 sets of materials circulated</td>
<td></td>
</tr>
<tr>
<td>1948-49</td>
<td>16 &quot; 160 &quot; &quot; &quot;</td>
<td></td>
</tr>
<tr>
<td>1949-50</td>
<td>15 &quot; 204 &quot; &quot; &quot;</td>
<td></td>
</tr>
<tr>
<td>1950-51</td>
<td>13 &quot; 191 &quot; &quot; &quot;</td>
<td></td>
</tr>
<tr>
<td>1951-52</td>
<td>9 &quot; 164 &quot; &quot; &quot;</td>
<td></td>
</tr>
<tr>
<td>1952-53</td>
<td>11 &quot; 255 &quot; &quot; &quot;</td>
<td></td>
</tr>
<tr>
<td>1953-54</td>
<td>11 &quot; 110 &quot; &quot; &quot;</td>
<td></td>
</tr>
<tr>
<td>1954-55</td>
<td>10 &quot; 105 &quot; &quot; &quot;</td>
<td></td>
</tr>
</tbody>
</table>

The promotion of Farm Forum in British Columbia was from the beginning a responsibility assumed by the Extension Department. Although Dr. Shrum was officially the B.C. Farm Radio Forum Secretary, he delegated the responsibility to others, usually the agricultural supervisor. A provincial Farm Forum Committee representative of a variety of organizations interested in agriculture was organized and in the early years an annual provincial conference of this group and other interested persons was held. Steps were taken from time to
time to encourage a fresh start in building up interest in the program. The annual report for 1952-53 describes one of these:

The Farm Forum Planning Committee founded last year, is an informal group of Farm Forum members which gives direction to this Office. It does not appear likely that Farm Forum will expand in this Province without additional field work. It would therefore be to the advantage of all Extension services to have this committee established on a formal basis ....

The limitation mentioned in this quotation, the lack of adequate fieldwork in the interests of Farm Forum, was probably the most important reason why the program had such a small following in British Columbia.

3. Dominion-Provincial Youth Training Schools

Throughout the period under review, with the exception of a few years during World War II, the Extension Department offered Youth Training Schools, which were financed out of funds made available by the Federal Department of Labour and the Provincial Department of Education. These courses were basically vocational training courses, although in the early years there was considerable emphasis on what the reports referred to as the "rural arts" or "the art of rural living." It is indicative of this change in emphasis that the courses were at one time popularly referred to as "Rural Leadership Schools." The conception of this program in its early years had much in common with the Danish Folk Schools and several references are made to the latter in the early reports on this work.

In his final report to President Klinck before leaving the University, Mr. England stated that

In view of the lack of agricultural schools after the pattern of Alberta and of institutions of higher learning other than high schools, I have come to the conclusion that an effort should be made to group all the various services of the University into short course efforts in outlying communities. These courses should bear direct relationship, not only to the vocational needs of the district concerned, but should be cultural in character.
The opportunity soon presented itself for implementing this suggestion. In 1937 the Dominion Government made available $1,000,000 on a matching basis to the provinces to be used for youth training, urban, industrial and agricultural. In 1938 this amount was increased to $1,500,000.

When he became Director of the Department, Dr. Shrum found that the Carnegie grant funds were depleted and that there was a very limited budget available for extension work. He therefore was exploring all possible sources of funds which would make it possible to carry out useful activities. Knowing about the funds which the Federal Government had made available for youth training purposes, he approached the Provincial authorities about the possibility of utilizing some of them under the Extension Department's direction.

On 15 February, 1938, the Extension Department was authorized to undertake a program during the month of March, (presumably so as to use the funds within the current fiscal year). The first courses began only thirteen days later. It was decided to offer two courses, beekeeping and poultry husbandry, in ten different centers, all in the Lower Fraser Valley. Each course consisted of four lectures, given in the afternoon or the evening, depending on local preference. The total cost was only $1,508. Dr. Shrum reported to the President that provincial and federal authorities were "particularly well pleased" with the results of the courses, as was the Provincial Advisory Committee, a body set up by the provincial government to guide its work in this field. The Committee unanimously recommended "a very much larger program" for the subsequent fiscal year."

During the next few months, Dr. Shrum discussed with provincial and federal authorities the arrangements under which this work might be expanded. In July an agreement was reached by which the two levels of government would
each provide up to $10,000 per year for "a project to train unemployed young people residing in the rural areas, in agriculture and other suitable subjects" at centers in various parts of the province. The regulations stipulated that the courses could be either residential or non-residential, of two or three weeks duration, and should provide instruction in agricultural subjects for the men, "rural homecraft, handicrafts and suitable agricultural subjects" for the women, and could include "instruction in citizenship and in general educational or cultural activities."

With this agreement as a basis, the Extension Department conducted a Youth Training program each year thereafter, with the exception of a four year period during and immediately after the war. In the pre-war period, the program consisted of the rural short courses and an annual eight-week course which was held at the University. After the war, only the eight-week courses were offered.

The original staff of the Youth Training program consisted of five persons who travelled as a team from one community to another putting on the rural courses. There was such a great demand for these courses that in March of 1939 a second team was employed for a brief period. During the early part of 1940 and 1941, when the eight-week course was offered, several members of the travelling teams were brought back to the University to offer instruction along with the faculty members who took part as well. Dr. Shrum, in recruiting persons for this work, insisted upon high qualifications. Almost all of the staff had university degrees in agriculture, home economics or fine arts. Many had considerable previous experience teaching young people.

The regulations for the program referred to "short courses of approximately two or three weeks duration." As this was developed in practice during
the subsequent years, twelve days came to be the usual length. Up until the time when the courses were discontinued in January of 1942, sixty-five of these short courses had been conducted in thirty-eight different centers "as far apart as Rose Prairie in the Peace River Block and Cedar, near Nanaimo; Terrace, ninety miles inland from Prince Rupert, and Roosville near Fernie." The total attendance was 3,114. Many thousands more attended portions of the courses and took part in the evening social events conducted under the supervision of the staff.

The Rural Occupational Schools, as these short courses were officially designated, were designed to serve young people (16 to 35 years of age) in their own communities "where the customs and surroundings with which they were familiar could be utilized to increase their understanding of the possibilities and advantages of rural life and their appreciation of their responsibilities as citizens."

Decisions as to where the courses would be held were made on the basis of the amount of local interest displayed. At the beginning of each season, announcements about the schools were sent to a large number of organizations and individuals throughout the province. It was then left to local committees to canvass the need in their own community, register the students (minimum of twenty-five, ordinarily), and arrange for accommodation and supplies for the course. The local committees also assisted by arranging field trips for the groups to local farms or industries.

The students varied greatly in their interests and abilities from one center to another. There were usually more students in their late teens than in any other age group, and typically they had gone as far as grade eight or nine in school. Most of those attending came from farm homes, although some
### TABLE III

**Enrollment in Dominion-Provincial Youth Training Program Courses**

<table>
<thead>
<tr>
<th>Year</th>
<th>Short Courses</th>
<th>Eight Week Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Registration</td>
</tr>
<tr>
<td>1937-38</td>
<td>10</td>
<td>309</td>
</tr>
<tr>
<td>1938-39</td>
<td>16</td>
<td>1,059</td>
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<tr>
<td>1939-40</td>
<td>23</td>
<td>1,023</td>
</tr>
<tr>
<td>1940-41</td>
<td>19</td>
<td>612</td>
</tr>
<tr>
<td>1941-42</td>
<td>4</td>
<td>111</td>
</tr>
<tr>
<td>1942-43</td>
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<td>1943-44</td>
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<tr>
<td>1944-45</td>
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<tr>
<td>1945-46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1946-47</td>
<td>2</td>
<td>58</td>
</tr>
<tr>
<td>1947-48</td>
<td>1</td>
<td>21</td>
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<tr>
<td>1948-49</td>
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<td>1950-51</td>
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<td>1951-52</td>
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<td>1953-54</td>
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<tr>
<td>1954-55</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>3,193</td>
</tr>
</tbody>
</table>

1. Figures taken from Annual Reports of the Extension Department and separate reports on the courses themselves. The courses given in February and March 1938, under the grant funds were briefer, four-lecture courses.
were town youths who did seasonal farm work. There were exceptions. In Revelstoke, for instance, there was a large proportion of the students who were not interested in agriculture but attended largely for the work in handicrafts and home making.

The courses were adjusted according to the interests of the students and the economy of the area. The agriculture courses were built around the application of new developments in such areas as soils, field crops, vegetables, livestock, dairying, plant and animal breeding, and home gardens. Blacksmithing and carpentry were given where equipment and an instructor were available. Instruction in home making included nutrition and diet, foods and cookery, health, sewing and dressmaking, home decoration and handicrafts. The stress constantly was upon the present needs and the practical. Other subjects offered at the courses were music appreciation, practical psychology, guidance, citizenship training, co-operatives and credit unions. The evening periods were used for educational film showings, dances, and other social events to which other members of the community were often invited. Students were also allowed time to use the library of books and pamphlets which was set up at each center.

The outstanding features of these courses would seem to be the quality of the instruction, the flexibility in the planning which made it possible to respond to local conditions and needs and to take advantage of local resources, and the practical, down-to-earth approach of the entire staff. Two excerpts from the first two annual reports of the program provide a clue to the times in which they were operating and to the basic attitude of the instructors. The first annual report stated:

The idea stressed throughout the work was the immediate problem of making rural life satisfying here and now for those who are living in it rather than at some distant day under some other economic or class system.
The second spoke of

The two-fold purpose of building citizenship and morale, and providing a practical training which will make farm life more worthwhile and attractive.\textsuperscript{24}

The response to this program was gratifying whether judged in terms of the very great demand for courses or in terms of the evaluation of the course by the students and others. However, demand diminished by late 1941 as a result of the need for manpower in industry and the armed forces. The number of short courses fell to four in 1941-42 and in early 1942 the program was discontinued.

The annual reports on the program for this period often contained letters of appreciation which had been addressed to the Extension Department by students and interested individuals and organizations. Farmers' Institutes passed resolutions expressing thanks for the service; former students wrote of the "tremendous success" of the course they had attended and the great contribution it had made to their lives; newspaper editorials praised those who had the vision to launch the program; Women's Institutes wrote thanking Dr. Shrum for his untiring efforts and those of his staff on behalf of Canadian youth. Dr. Shrum included in the Department's annual report for 1940-41 an excerpt of a letter from Mr. Glen Braden, M.L.A. for Peace River, which stated that "The Dominion-Provincial Youth Training Program ... is the greatest benefit our young people of the Peace River have received since the formation of this constituency."\textsuperscript{25}

The eight-week courses which were held in early 1940 and 1941 were referred to as Rural Leadership Schools. Their purpose was to give those students who had shown promise of leadership while attending the two and three weeks' schools further training so that they might be better able to help carry on the work in their own communities.\textsuperscript{26}
Of the ninety-one students who attended the first eight-week school, fifty-six had attended previous short courses and the remainder were selected on the basis of recommendations from centers where courses had not yet been held. Forty-seven of the students were men. The average age was slightly over twenty and the average amount of formal education was approximately ten years.

The first school was held in an unused forestry camp which was loaned by the Provincial Department of Lands. It was later to become part of Acadia Camp. The Provincial Department of Labour loaned practically everything that was needed in the way of equipment. The camp was in very poor condition and much time was spent at the first school working on the buildings to make them more adequate. Many of those writing in the school annual referred to the value, in terms of creating a good spirit among the group, of the co-operative efforts to overcome some of the initial drawbacks of the school facilities. The editor of the school annual described their eight-week experience as a "huge success."

There was no fixed fee for the course. Students were asked to make a cash contribution to the cost of the school if they were able to do so and sixty-six made contributions amounting to $788.50. The Employment Service of Canada made special arrangements for a reduced railway rate.

The curriculum was along the same general lines as that of the short courses. The main differences were the greater length of time available for instruction, the availability of good equipment for such subjects as blacksmithing, carpentry and motor mechanics, and the availability of University faculty to teach in several of the specialized areas.

From a review of the various reports on these early years of the Youth Training program, it is evident that after the rural schools had been underway
for some time, the program began to generate great enthusiasm among the participants. It began to take on some of the characteristics of a movement, rather than just a series of courses. In explaining the reasons for the initiation of the eight-week course, the first annual report stated:

after the first year’s work with Rural Occupational Schools, it was clearly shown that the work would not have permanent value unless there was local continuation of the work after the short-course school had left the district.

It stressed the role of the longer school in training key leaders who would spearhead activity in their home communities. The report concluded:

A remarkable awakening of interest in self-improvement and improvement of rural life was to be noted. The formation of Youth Training clubs and study groups reflected these new interests. Every effort has been made to keep in touch with the groups which have been formed and plans are being formulated for a more regular system of maintaining contact with them - by a regular radio program, news bulletin, or periodic visits.

By means of a news bulletin for Youth Training students entitled The Rural Leader (which was edited by the Assistant Director of the Extension Department, Mr. Robert McKenzie) and a weekly program on the C.B.C. Farm Broadcast, an attempt was made to keep former students and Youth Training Clubs in touch with the program and with each other. The last issue of The Rural Leader appeared in July of 1941 and explained that the camp was occupied by air force personnel and that it was doubtful that the eight-week course would be held the following year.

During the war, the Extension Department did not lose sight of the possibility of reviving the Youth Training program. As early as the spring of 1942, a memorandum was prepared in the Department pointing out the usefulness of the Youth Training schools in rehabilitating veterans who would be returning to the farms. During the spring and summer of 1946, Dr. Shrum was in active correspondence with the Provincial Deputy-Ministers of Agriculture
and Education and with the head of the Training Division of the Federal Department of Labour seeking a renewal of the program and exploring the basis on which the work might proceed.

The necessary funds were apparently made available in the early fall, because in late November letters went out from the Extension Department to prospective sponsoring organizations announcing that an eight-week course would commence in January of 1947. The program continued to operate throughout the period under review in this study. Although the rural two-week courses had been the original kind of activity in the prewar years, they did not ever assume the same importance in the program after the war. Three were held in 1948, but in spite of considerable effort to stir up interest in them during that year and the next, there was little demand for them. Dr. Shrum attributed the situation to "the scarcity of labour and the high wages in industrial plants." In 1949 and succeeding years the eight-week course was the only one offered. In 1950, the budget for the program, which had been $19,000 per year since 1946, was reduced to $14,000. No further efforts were made to organize rural courses.

After the war, because all the courses were held at the University (and as the staff of the Extension Department expanded) much of the instruction at the school was given by regular members of the Extension staff. Others who were not otherwise connected with the University were employed on a full or part time basis for the eight-week period. In addition there were a number of faculty who lectured on their field of specialty. The Faculty of Agriculture made by far the largest contribution, of course, and some members of other faculties took part as well.
The eight-week course was held in new quarters after the war. The Acadia Road camp which had been used previously was taken over for the housing of undergraduate veterans. The University constructed a new camp to be used for both Youth Training and other short course students. The buildings were still under construction when the school began in 1947, but by the time the course was over, the basic facilities were completed: two "U" shaped dormitory units each of which housed fifty-six persons, an office, lecture hall, recreation hall and dining hall with kitchen, and four other huts which were used for handicraft and vocational classes.

The course continued to be a combination of vocational and leadership training. There was a minor shift in emphasis beginning with the 1949 school. This came about as a result of correspondence with the Deputy-Minister of Education, who stated in a letter in late March, 1948, that the course might be a little more heavily vocational in nature and put less stress on the "leadership aspects." A major addition to the program was made in 1955 with the introduction of a fisheries option in the vocational training for men. Such an addition had been recommended to the Federal Department of Fisheries as early as 1947 by Dr. Shrum. It was not until 1954-55, however, that the Department could be persuaded to provide funds to make this possible.

In the opinion of Dr. Shrum the Youth Training program was perhaps the most important single activity the Extension Department conducted. In his correspondence in 1949, Dr. Shrum referred to the schools as "the most valuable adult education work" his Department offered. In 1952 he wrote to Dr. John Friesen (who a little more than a year later was to replace him as Director of the Department), that in his opinion the school was "the most significant part of our adult education program." The imagination and resourcefulness
with which Dr. Shrum directed this work is regarded by some as his major 39
contribution to the field of adult education in Canada.

4. Fisheries

Beginning in 1939, the Extension Department conducted an educational
program for fishermen in the field of co-operatives. It was financed out of
a grant from the Federal Department of Fisheries.

The pioneer in Canada with respect to co-operative education for fisher-
men was St. Francis Xavier University. In the early 1930's they had begun a
study-group program for farmers, miners and fishermen who had been hard hit
by the depression. The record of St. Francis Xavier in this field was well
known to those who were interested in adult education. When in 1938 the
Extension Department at U.B.C. was approached by the Prince Rupert Co-operative
Association with a request for a course on co-operatives, it was natural that
Dr. Shrum should turn to Nova Scotia for advice and assistance. The course
was held in late January, 1939 and was led by Father J.D. Nelson MacDonald,
who had served for six years with St. Francis Xavier and was well acquainted
with all aspects of co-operatives. Father MacDonald's expenses in connection
with the course were met by a special grant from the Department of Fisheries,
Ottawa.

The course was described by Dr. Shrum in his report to the Hon. J.E. 40
Michaud, Minister of Fisheries, as an "unqualified success." It was held
in downtown Vancouver and was attended by eighty-eight persons, including
the presidents of the three largest fishing co-operatives in the province.
Students attended from nine different communities all the way from Steveston
to Prince Rupert.
At the final session of the course, a resolution was adopted which, in addition to expressing appreciation to the University and to the Department of Fisheries, requested favourable consideration of the following points:

(a) That similar courses in Co-operation be held each year, and that they cover a longer period and a wider range of subjects.

(b) That at least one full-time worker with experience in Co-operative methods be appointed to work under the direction of the Extension Department of the University, and that adequate provision be made for the supply and distribution of suitable literature.

(c) That the Extension Department be asked to stock book-keeping supplies to assist the setting up of Credit Unions.\[41\]

Dr. Shrum stressed in his report to Ottawa on the course that although it was a success, "the maximum benefit from a short course of this type could only be fully realized if it was followed by actual field work among the fishermen."

Dr. Shrum had received several inquiries, even before this course was held, concerning the possibility of the Department providing continuing educational work in the field of co-operatives. When he was in Ottawa attending the annual meeting of the Canadian Association for Adult Education in November of 1938, he discussed with Mr. Michaud the possibility of the University of British Columbia receiving the same kind of a grant as that being given to St. Francis Xavier. On his return, Dr. Shrum sent the Minister a suggested program for the educational work which could be carried on in B.C. In May of 1939 the Minister wrote Dr. Shrum stating that the funds required had been passed by Parliament and that he was setting aside for this work in B.C. "a sum not to exceed $5,000."\[42\]

Having secured the grant from Ottawa, Dr. Shrum wanted to launch the "Educational Program for British Columbia Fishermen," as it was called, under experienced direction. Once again he turned for assistance to the Extension Department of St. Francis Xavier University. From their staff he secured the
services of the first two fieldmen, Mr. Norman H. MacKenzie, who came as a permanent appointment, and Mr. Alexander McIntyre, who came for three months on loan.

During July and August, Dr. Shrum met with many key people in the fisheries industry, including government officials, co-operative association leaders, and representatives of the labour unions. Mr. MacKenzie, who arrived in September met with many of the same people and arranged a tour of coastal points in order to gather information on which to base policy for the first year's operations.

Some of his conclusions about the situation in the industry at that time were significant in that they indicated the atmosphere within which the Extension program was to develop during its formative years, as well as something of the conditions under which the fieldmen had to work. They were summarized in the first report on the fisheries program.

1. **Migratory Nature of the Fishing Population**

   The report pointed out that a fairly large proportion of the fishermen did not live in settled communities for more than two or three months in the year. This made it necessary for Extension personnel to travel with the fishing fleets, organizing study groups among the men while they were out on the grounds.

2. **The Vast Extent of the Area Under the Program**

   Because the fishing population was scattered over a large coastal area, it was extremely difficult to reach them all frequently and therefore difficult to give the kind of continuing guidance which study groups and new co-operative enterprises required.
3. **Racial Questions**

The report referred to "the tension which exists between first generation Japanese and occidental fishermen" and which had "long been a problem in the fishing industry." Reference was made also to the Indian villages on the coast and the fact that the Department of Indian Affairs was interested in extending co-operative education in these areas as well.

4. **Suspicions on the Part of Labour Unions**

The fieldmen found a considerable amount of confusion concerning the relationship between labour unions and co-operatives. Many union members feared that co-operatives would attempt to perform the same function as the unions did.

5. **Political Effects of the Depression**

Mr. MacKenzie reported finding evidence of "the same tendency towards dissention and fatalism" with which he had become familiar in his work with fishermen in Nova Scotia. There were "frequent expressions of hostility and cynicism toward all suggestions for social betterment, short of violent overthrow of existing institutions" in many districts.

The first year of operations was concentrated in the Prince Rupert area, certain centers on the Queen Charlotte Islands and Greater Vancouver. It was decided to concentrate in this way so that significant results could be demonstrated before attempting to move into other districts as well. The report on the first year's activities stated that there was keen interest in the Department's work in every fishing community in which some activity had been carried on. It contained impressive statistics for the first few months of operation.
The following fifteen years were a period of rapid growth for fisheries co-operatives and credit unions and the efforts of the Extension Department were a significant factor in that growth. The annual reports of the program frequently mentioned the fact that resolutions had been passed by the various co-operative organizations expressing their appreciation of the service that was being provided. The war had a considerable effect on the early years, requiring expanded production on the one hand, but after its extension to the Pacific, producing unstable conditions on the other. By the mid-1940's the Extension program had proven itself to be of value and had won the admiration of many people in the fishing industry. Dr. Shrum saw opportunities for an expansion of the program by 1945 but in May of that year the Department of Fisheries turned down his request for an increase from $5,000 to $7,000 in the annual grant. The annual reports of the fisheries program for the two subsequent years each pointed out the need for an expanded program and a larger grant. Dr. Shrum was informed in July of 1947 that the grant had been increased to $10,000. This made it possible to increase the size of the staff and to expand the services which could be offered.

The terms of reference of the grant, however, continued to restrict the work to education about the co-operative production and marketing of fish. Dr. Shrum's attempt during the year 1947-48 to provide instruction in home economics, child care and community organization out of grant funds was rejected by the Department of Fisheries as not coming within the terms of the grant.
In the early 1950's, however, expansion into the field of education about
conservation was allowed. The annual report on the program for 1952-53
mentioned the need for more funds. The outline of proposed work for 1953-54,
which was submitted to the Department of Fisheries during the previous year,
includes a suggested budget of $15,000 and provided for two full-time field-
workers. This was in some respects a trying period for the fisheries
program because of the recession which struck the fishing industry and the
complaints which were being received about the work of the staff.

When Dr. John Friesen became Director of the Extension Department in
the fall of 1953, he endorsed the policy of seeking an enlargement in the grant.
He was particularly anxious to expand the work beyond education about co-
operatives into the technical field. He discovered on the basis of interviews
with officials of the Department of Fisheries that it would be difficult to
bring about a broadening of the terms of reference of the existing grants. A
request was therefore made for separate grants, which were received in 1954
and which made possible a further extension of the fisheries program.

The number of staff members working on the fisheries program at any one
time varied from one to three. There were three men on staff for seven months
in 1940-41 and for the entire year 1948, but aside from those periods, there
was just one person most of the time. The fluctuation in the size of the
staff influenced the kind of service which could be given. During 1940-41, for
instance, the activities of the program were expanded quickly and much of the
work was based on personal contact. During the following two years only one
man was employed and the change in the program was noticeable. There was much
more reliance on publications, mailings and regional conferences and less on
the study groups and personal visits.
The most noticeable fact about the staff situation, however, was the rapid turnover. From the beginning of the program until the summer of 1955, seventeen different persons served on the staff, only three of them for more than two years at a time (Mr. Arthur Wirick, Miss Lin Brown and Mr. Harold Daykin). This was bound to have its effects on the services provided. There was some criticism from the industry. In February, 1951, one of the fieldmen reported to Dr. Shrum that he had heard some harsh criticism of the fisheries program from the Chief Inspector for Credit Unions of the Province, who had referred to the Department's efforts in his field as "the blind leading the blind." More than a year later further criticism was received, from an officer of the Fishermen's Co-operative Federation. In October, 1951, Mr. D.G. Macdonald, the Secretary-Treasurer of the Federation, wrote Dr. Shrum. "One very obvious difficulty," he wrote, "is the apparent lack of future opportunity for advancement by any aggressive young men of suitable calibre."

He went on:

There has been growing criticism regarding the ineffectiveness of the program for at least two years. It would be most unfortunate if this were allowed to become general. Not only would it reflect on the Extension Department but it might result in the cancelling of the grant. There is so much need for a real program of education on many phases of the fishing industry that it would be more than a pity to have it stopped.

Two years later the Managing Director of the B.C. Credit Union League, Mr. R.A. Monrufet, wrote to the President of the University pointing out that the rapid turnover of staff had "considerably handicapped" a successful educational program.

Each time that a new person has been appointed to the Fisheries Branch, we have spent considerable time and effort in helping to familiarize him with various details of credit union organization and operation ... Then, just at the point when his experience is proving of value, he leaves and we start all over again.
It is not possible to determine precisely why there was such rapid turnover in staff in this section of the Department. Mr. Macdonald's suggestion that there was a lack of opportunity for advancement was probably a valid point. For a brief period, the unsettled wartime conditions had their effect, at least one person having left to join the armed forces. Dr. Shrum tended to employ for this work young men who had recently graduated from the University and who had little or no prior connection with or interest in the fishing industry. They probably therefore found that the contribution which they could make to the field and the satisfaction they derived from it were very limited. The conditions of work were undoubtedly another factor. The remuneration was not high. The fieldmen spent a great deal of time travelling to fishing communities, much of it by means of small boats and aircraft. Travel and accommodation were often uncomfortable. Most of the fieldmen were understandably unwilling to put in the length of service under those conditions which would have brought them to the point where they would feel they were making a valuable contribution to the welfare of the fishermen and the fishing communities. It was not until August of 1953, when Mr. A. Victor Hill was appointed to the staff, that a person with long experience and useful contacts in the industry was in charge of the University's program.

Rapid turnover was not the only kind of staff problem which Dr. Shrum had. Early in 1949 he was advised by the office of the Minister of Fisheries, Ottawa, that there was concern over reports "made by Fisheries officials and other people" concerning charges that the fisheries program was "being used for Communist propaganda purposes." The concern had arisen over an article published by one of the fieldmen in The Fisherman. Dr. Shrum answered the letter, stating that the man in question had made certain statements which had
been reacted to "very violently" by "the communist element in the fishermen" and had been a matter of concern to some Co-operative people, but he stated emphatically that although the man in question had made some unwise statements, he was "not a communist sympathizer ...."

The methods and techniques used by the staff of the fisheries program were many. At the outset they were borrowed from St. Francis Xavier University. The basic pattern of setting up small groups to study both co-operative principles and the operation of co-operatives and credit unions was introduced at the outset by Messrs. MacKenzie and McIntyre. Although such groups were used throughout this period, less stress was put on them by the fall of 1942. The first reason for this was that by that time, the staff of the service was reduced to one man, Mr. Wirick, and it was impossible for him to keep in active liaison with a large number of groups. The other reason was explained in his report for that year:

The increased responsibilities which everyone has been called upon to assume during the present war have been particularly apparent in the fishing industry. In order to obtain maximum production, fishermen have been urged to greater effort, involving longer hours and longer periods on the fishing grounds. The effect of these working conditions has made it increasingly difficult to assemble groups regularly for purpose of study. Consequently the study group method has ceased to hold its dominant position among the various techniques employed.

There were 125 study groups operating during the first year of the program. The figure fell to 111, and 43 in the next two years. In 1942-43, no figure was given at all. Study group activity was revived in the early 1950's. The reports for 1951-52 and the following year each state that more than 100 groups were operating, but there is some doubt as to how many were actually active.

A number of pamphlets and study courses were produced in these years. The first two were general courses on co-operatives and credit unions. During
1941, courses entitled "Co-operative Buying Clubs" and "Credit Union Bookkeeping" were popular. Later, pamphlets, charts and bibliographies on such subjects as "How the Credit Union Works," "People in Business" and "Money for Community Development" were widely distributed. Some of these publications were of excellent quality and were used in most other provinces. The annual report for 1944-45 stated that during the year, 245 sets of study bulletins and 2,000 pamphlets had been sent out to points within British Columbia alone. In the early 1950's a "Study Guide on Consumer Co-operatives," three "Manuals for Credit Union Officers" and "Credit Union Facts" were also prepared.

Another way in which the service reached individual fishermen was by means of regular columns in The Fisherman, the Co-op Pilot and the B.C. Credit Unionist, as well as through a news letter for co-operatives which was published by the Extension Department itself. The Co-op Pilot, which had been published by the Fishermen's Co-operative Association up until 1952, was taken over by the Extension Department a year later when Mr. Hill moved from the one organization to the other. Mr. Hill also expanded the use of the motion picture by organizing regular film circuits for the distribution of new films.

A variety of evening classes, conferences and short courses were also used. Evening classes on such subjects as navigation, fish handling, and bookkeeping were offered for fishermen and credit union officers. Two significant conferences were held in Vancouver in the fall of 1943. One of them led to the formation of the British Columbia section of the Co-operative Union of Canada. The second developed plans for the formation of a Fisherman's Co-operative Federation of B.C. Other activities of this kind included a two-day conference held in Prince Rupert in March of 1949 which was intended to foster an understanding of the "philosophy" and operational problems of co-operative
organization. The short course was used extensively in the later years particularly. In the late 1940's and early 1950's, four or five courses on navigation were given each year at various places on the coast. (A home-study course in navigation was made available for men who could not attend the short courses.)

In the fiscal year 1954-55, the Department received two additional grants from Ottawa for technical education in the fisheries field. One of the grants was to be used for a two-week residential short course for fishermen at the University ($3,000) and the other to provide a fisheries option in the Youth Training School ($1,500).

The first of what was to become an annual series of Technical Fisheries Short Courses was held at the University in March of 1955. The purposes of the course were:

1. to extend the knowledge of the fishing industry to practicing fishermen beyond their specialized branch with applicants willing and able to convey some of the information gained from the course to other fishermen in their areas;

2. to provide a means through which the latest fisheries information and fishing methods may be introduced to British Columbia fishermen;

3. to make fishermen aware of the biological, economic and legal problems of fisheries and fish conservation.

A committee representative of the University, government services, and all sections of the fishing industry helped decide on the curriculum for the course, which was the first of its kind in Canada. More than a hundred applications were received. From these, thirty-four were selected on the basis of geographical areas, types of fishing done, and type of responsibility on the boats. The students lived at the Youth Training Camp at the University and all their expenses were paid out of the grant, including transportation to and
from the course. A wide variety of subjects related to the industry, such as oceanography, conservation, engines, international agreements, markets and distribution, and boat design were included in the program.

The possibility of adding a fisheries option to the vocational courses in the Youth Training School had been suggested by Dr. Shrum as early as 1947 to the Deputy Minister of Fisheries. Twelve young fishermen took advantage of this provision during its first year of operation. In addition to attending all the general leadership classes as well as some vocational subjects which were for both farmers and fishermen (such as motor mechanics, carpentry, welding and record keeping), these students had lectures on navigation, oceanography, fish biology, fish conservation, fishing gear, boat care and maintenance, fishing machinery and handling fish for quality.

Providing direct assistance to co-operative organizations in the fishing industry was a major responsibility of the fisheries program staff. This took the form of assistance with the organization of co-operatives and credit unions and guidance with promotional and organizational problems. The amount of time and money spent on field trips, much of it in the interests of the co-operative organizations, was impressive. The Department played a key role in the formation of the Prince Rupert Fishermen’s Co-operative Association, later to become the most successful venture of its kind in Canada. Every annual report in the early years listed co-operatives and credit unions which had been set up during the year with the help and guidance of the fieldmen. In addition to helping with the establishment of new organizations, the staff worked closely with many of the existing ones. The annual report for 1946-47 referred to continuing and substantial liaison with, and assistance to such organizations as the B.C. Credit Union League, the B.C. Co-operative Union, the United Fishermen’s
Co-operative Federation, the Kyuquot Trollers Co-operative, the United Fishermen and Allied Workers Union and the Native Brotherhood of B.C.

The subsequent period was on the whole one of continued growth for co-operatives and credit unions, the Prince Rupert organization making particularly rapid strides. There were two notable exceptions to this trend, however, one of them being the recession which was experienced in the industry in the late 1940's, and the other being the almost total collapse of the Fisherman's Co-operative Federation which followed upon the "strike year" of 1952. The fieldworkers assisted with an arrangement whereby the Prince Rupert organization took over the management of the F.C.A. for a two year period and then later absorbed it entirely.

Although the fisheries program had difficulties arising out of the rapid turnover in its staff, much useful educational work was accomplished during these sixteen years and with the acquisition of a mature and experienced man in 1953 and the enlargement of the grant the following year, the foundation was laid for a further period of expansion and effective service.

5. Home Economics

The Home Economics service was staffed on a full-time basis from May, 1946, to August, 1955. Previous to that, considerable instruction in this field had been included in the rural occupational schools and the eight-week Youth Training School. During the summers of 1939, 1940 and 1941 the occupational school staff specialists in crafts and home economics gave a series of short courses to Women's Institutes in a number of centers throughout the province. (This arrangement was made by Dr. Shrum with the Provincial Government, which covered the expenses including the salary of the instructors.
In this way, employment was provided for staff which was not needed during the summer for the Youth Training program. In 1941, the high point for this activity, thirty-six courses were given. Wartime conditions prevented continuing this program in 1942 as they had the Youth Training Schools.

For the next few years there was no regular home economics and handicrafts service in the Department, although pamphlets and manuals which had been produced in connection with the occupational schools and the summer courses were distributed on request. A reference library on a wide range of subjects was also maintained.

In May of 1946, the budget of the Department having been substantially increased, Dr. Shrum appointed a full-time "Assistant in Home Economics" in the person of Miss Eileen Cross. Miss Cross was to remain with the Department until August of 1955 and was in charge of this section of the work for the entire period. After graduating in home economics from the University of Manitoba, she had done some post-graduate work at the University of California and had worked in the field as a teacher and a dietician. An indication of the fields in which it was expected Miss Cross would work was given in the press release issued at the time of her appointment.

Under Miss Cross's direction, study and discussion courses will be sponsored in Home-decoration, home-making, household equipment and furnishing; Clothing - textile work, dress designing and appreciation, sewing, fabric studies; and Dietetics - quantity cookery, canning, refrigeration; Handicrafts; Child Development and Family Relations.

In addition to the advice and suggestions which she will be able to provide through the facilities of the Extension Department office, Miss Cross will also be available to give personal direction to local groups and to conduct group leader courses in different communities.

Miss Cross taught both home economics and handicrafts courses until October of 1946, when Miss Jean Travis, a handicrafts specialist, also joined.
the staff. She remained with the Department for more than four years. In July of 1949, a second home economist was appointed and this position was continued until the spring of 1952. From that time on, Miss Cross was the only staff person in the field once more.

Miss Cross and the other members of her section spent most of the year travelling around the province putting on short courses and demonstrations at the request of local groups. In most years Miss Cross and sometimes one of the others would return to the University for January and February to take part in the Youth Training School. On a number of occasions they also offered courses at the Summer School of the Arts on the campus. Lecturing, radio broadcasting, judging at fairs, home visiting, regular columns for co-operative publications, consultation with commercial enterprises and answering large quantities of mail inquiries were all part of the work. Some indication of the variety and volume of the work is provided by this report on activities during 1951-52, the last year there were two home economists on the staff.

52 towns visited in all parts of B.C.
1400 women participated in Home Economics services
38 short courses
   21 combined courses in Sewing and Home Rejuvenating
   16 in Sewing
   1 in Budgeting for an American firm
14 demonstrations in sewing, home decoration, foods, etc.
114 home visits of consultative nature
   These consisted of planning additions, planning colour schemes, fixing sewing machines, demonstrating use of freezers, rearranging kitchens, planning cupboards, etc.
10 fall fairs judged
4 hobby shows supervised or judged
1 teachers' convention as guest speaker
1 field day in co-operation with Alberta Illustration Stations
   Arranged for Home Economics professor to travel Northern Illustration Stations (B.C.)
Contacted judges for 6 local fairs
1 staff member participated in Youth Training School
Co-operated in judging 4H Sewing Clubs
56 requests still to be filled
The last item on the list reflected a chronic situation with respect to the home economics section. Although the staff was out in the province putting on courses most of the time, they could not keep up with the demand. In late 1949, when there were three ladies on the staff, Dr. Shrum stated in responding to a letter expressing appreciation for the service, that judging by the number of requests, four or five people could be kept busy teaching courses.

After 1952, Miss Cross repeatedly asked for more staff to assist her to meet the demand for courses. When Dr. Friesen became Director in the fall of 1953, however, the issue soon became not whether the staff would be increased, but whether the Extension Department would continue in the home economics field at all, or leave it in favour of the Provincial Department of Agriculture, which was at that time seeking a supervisor for a proposed home economics field staff. When Miss Cross resigned in the summer of 1955 to return to school teaching, the decision was made not to replace her.

Although there were some doubts in the latter months about the policy of carrying on home economics work in the Extension Department, there was never any doubt about the competence and quality of work which Miss Cross and her colleagues had done. Miss Cross initiated the service in 1946 and directed it throughout the course of its existence. The amount she accomplished and the calibre of her work together constitute one of the most outstanding features of the story of the Extension Department's activities.

6. Other Vocational, Business and Professional Courses

Although many vocational courses have already been described or will be included in the chapters on evening classes and social education, there are a
number of others which, because of their subject matter, location or manner of organization deserve separate treatment. The first of these was a series of lectures on public administration given for civil servants in early 1939 by the distinguished visiting professor from Great Britain, W. Ivor Jennings. The course was given in the Parliament Buildings in Victoria and was attended by forty-five persons.

The Extension Department's earliest work with organized labour took the form of courses arranged with the Workers' Educational Association in early 1939 and again the following year. Dr. Shrum's description of the first courses indicated something of the financial arrangements and of the enthusiastic response.

The response to this program has exceeded our expectations and facilities. Approximately 150 have registered for the classes and many are being turned away because of lack of accommodation. The Honourable the Minister of Education has forwarded a cheque for $200.00 to cover the instruction for two courses and has indicated that he will make a further grant of $100.00 for a third course. Professor Crumb is giving one course in General Economics on Wednesday nights and Professor Topping is giving courses in Trade Unionism on Wednesday and Thursday nights.

At the annual meeting of the Vancouver Workers' Educational Association, held later in the year, there were "many expressions of appreciation" for the courses and requests were made for a continuation and expansion of the work. Four courses were planned for the following year, but the response was less enthusiastic than previously. Courses in economics and psychology were offered to small groups and a proposed third class was cancelled. One course was given in Victoria. There was no further mention of W.E.A. courses given by the Department. It is assumed they were a casualty of wartime conditions. Two lecture courses on "Practical Economics" were given at the Labour Temple in 1947 and 1948, but registration was disappointingly small.
The war effort brought new demands and opportunities to the Extension Department. One of the most ambitious programs undertaken was a series on Personnel Administration which was offered four times between 1941-42 and 1946-47, and which was sponsored by the Department of Labour, Ottawa. The first course was held in four sessions of one week's duration in July, August, September and October of 1942. The courses were designed "to meet the requirements of executives, particularly those in the rapidly expanding war industries, who have found it increasingly necessary to delegate the responsibility for the selection, placing, training and direction of employees." There were no fees for the course and the travel expenses of students were refunded if they completed the course successfully. The maximum registration was set at forty, which was easily reached the first year.

Instruction was given by trained personnel men from the United States and eastern Canada. Local business executives and Government officials were also invited to take part in the discussions. Three further courses were given in subsequent years, although the pattern of instruction was changed somewhat. The last course differed from the others also in that the degree of support from the government was less and modest fees were charged.

The Department rendered further service to the war effort in the form of technical courses for servicemen. In his report for 1941-42, Dr. Shrum described the first year of operation.

At the request of the Department of National Defence for Air and in cooperation with the Departments of Electrical Engineering and Physics, the Department of University Extension has been conducting classes in Radio Mechanics for enlisted personnel of the R.C.A.F. The course, which is of seventeen weeks' duration, provides the fundamental training required for men engaged in operational and maintenance work with the Radio Locator. Approximately ninety men are posted to each course. From June, 1941, to August 1942, four courses have been held.
In the following year, one further course of this kind was given. In February, a different series of two to five-week courses in Pre-Aircrew Training for the R.C.A.F. was launched. By August, 1943, fifteen courses had been given involving 440 men.

In April of 1947 the Department organized a three-day Conference on School Buildings, Grounds and Equipment in order to provide useful information at a time when many districts were becoming involved in substantial post-war school building. A year later, a Conference on School Maintenance was held.

Short courses of direct benefit to business and industry in the province were offered with increasing frequency in the post-war years. These included such topics as motor fleet management (five courses given), photogrammetry, "Elementary Statistics and Sampling Methods," life insurance marketing, labour management and industrial relations. Two programs for the further education of supervisory and middle management personnel were offered outside Vancouver, one at Nanoose Bay and the other at Ocean Falls. The former was arranged at the request of MacMillan and Bloedel Limited and consisted of a series of four lengthy papers prepared by as many members of faculty. These were sent to the students in advance and then later on the four men went to Nanoose Bay and lectured to the group. The Ocean Falls program was a series of courses put on at the request of Pacific Mills Limited. In this case a series of bulletins were prepared by faculty on each of three topics (economics, labour law and psychology). The bulletins were used as the basis for individual and group study in Ocean Falls and then at the conclusion of each series the author went to the community to discuss the material and any problems which had arisen.

The Extension Department had for many years offered evening classes in various aspects of business activity in co-operation with occupational groups.
Typically, the associations approached the Department with proposals for courses. The Department helped establish the curriculum, arranged for instructors, rooms and administrative services; and usually registration was limited to members of the co-operating association. In this way courses had been given for the Society of Industrial and Cost Accountants of B.C., the Canadian Industrial Traffic League, the Vancouver Junior Chamber of Commerce and the Canadian Institute of Sanitary Inspectors. A new departure was taken in 1951-52, however, when for the first time, courses of this kind were offered under the direct supervision of the School of Commerce.

In August of 1950 the status of Commerce within the University was changed from that of a Department to a School and E.D. MacPhee became its first Director. The announcement of the formation of the School precipitated a new series of requests from business groups for long-term (three to five years) diploma programs in business subjects. The question arose as to whether the School of Commerce should offer these courses in its own name (which Professor MacPhee preferred), or through the Extension Department. It was decided by the President's Committee on University Extension in July of 1951 that the former course of action would be followed.

In the meantime, the School of Commerce had made rapid progress with the organization of a number of extension courses. Between March and May of 1951 courses were prepared on Balance Sheet Analysis, retail credit, and the first three years of a program for the Certified General Accountants. By 1955, nine diploma courses were in operation with a total registration in the fall of that year of 1,082 students.

The School of Commerce took part in another significant extension activity during this period. Consequent upon correspondence which was
originated in January of 1952 by Mr. Donald Cameron, Director of the Banff School of Fine Arts, the University of British Columbia joined with the Provincial Universities of the other three western provinces in forming a society to operate a School of Advanced Management at Banff to serve the educational needs of middle management and senior executives. The School of Commerce was named by the Board of Governors as its agency for co-operation in the program.

The growth of evening class activity in the field of business was such that in both of the final years of the period under review in this study, the courses for business formed the largest single unit within the overall evening class program.

The Extension Department and, in later years, the School of Commerce had developed a large and active program for business groups by 1955. The short course and conference activity was not fully developed, but significant beginnings had been made. Some interesting experiments had been conducted with programs for industry in other parts of the province. Little progress had been made with courses operated in association with labour groups.

The Extension Department's accomplishments in the field of vocational education between 1936 and 1955 were considerable. The two programs for which separate government grants became available, the fisheries program and the Youth Training Schools, were developed to the fullest extent possible from the early years. The other work, in home economics, agriculture, business and other miscellaneous fields, was expanded as the demand was articulated and the
means were available. A noteworthy feature of the activities which have been reviewed in this chapter was the extent to which they brought the members of the Extension staff in direct contact with large numbers of people in all parts of the province. This was especially true in the case of the Youth Training Schools, home economics and handicrafts, and during certain periods, the fisheries service.
1. Hereafter frequently referred to as the Extension Department or Extension.

2. See Chapter II.


4. See Appendix II.


8. For a list of staff of this and other sections of the Department 1936-55 see Appendix VIII.


15. Annual Reports of the Extension Department for the period.

16. In the early years it was the Department of Labour which administered the provincial funds.


19. The full text of the agreement, which was quoted in Extension Department Monthly Report No. 8 (July-Aug., 1938), is reproduced in Appendix IX.

20. Undated summary of this work in the Extension Department files.

21. See Table III for annual enrollment figures.


25. These various items, with the exception of the last, are included in the appendices of the Annual Reports on the Youth Training Program for 1938-39 and 1939-40.


27. Mr. Nick Holyck in The Rural Leader Annual, 1940.


29. Ibid.

30. "Memorandum for Post-War Rehabilitation Council" and "Folk Schools in a Rehabilitation Program" in Extension Department files.

31. See letters to Dr. Shrum from F.T. Fairey (11 March, 22 May, 8 June and 15 Aug.) and R.F. Thompson (14 March) and from Dr. Shrum to Col. Fairey (20 Aug.) and Mr. Thompson (9 March and 11 May). The last had attached to it a "Memorandum on the Re-Establishment of the Dominion-Provincial Youth Training Program (Schedule E) in British Columbia."

32. Letter (27 Sept., 1947) Dr. Shrum to Mr. C.J. Frederickson, Cranbrook.

33. See letter (10 Feb., 1950) Dr. Shrum to R.G. Sprinkling, Dawson Creek.

34. Letter (21 May, 1948) Col. F.T. Fairey to Dr. Shrum.

35. Letter (25 July, 1947) Dr. Shrum to Mr. S. Bates, Deputy-Minister of Fisheries.

36. $1500 was appropriated for this purpose.
FOOTNOTES (continued)

37. Letter (23 March, 1949) Dr. Shrum to Mrs. A. McLeod, President, North Cedar P.T.A.

38. Letter (14 May, 1952) Dr. Shrum to Dr. J.K. Friesen.

39. This information was gained in interviews with Dr. E.A. Corbett, who was Director of the Canadian Association for Adult Education throughout this period.


42. Quoted in Extension Department Interim Report No. 13 (May, June, 1939).

43. Report on Education Programme for B.C. Fishermen, 1 Sept., 1939 to 31 March, 1940.

44. Ibid.

45. Letter (1 May, 1945) D.B. Finn, Deputy-Minister of Fisheries, to Dr. Shrum.


47. The annual reports give this impression. It is confirmed by a letter from Mr. Arthur Wirick (the fieldman in question) to the author (1 Feb., 1957).

48. Interdepartmental Memorandum (2 Feb., 1951) R.J. Mawer to Dr. Shrum.

49. Letter (12 Oct., 1951) D.G. Macdonald to Dr. Shrum.

50. Letter (21 Aug., 1953) R.A. Monrufet to Dr. Shrum.

51. Letter (15 Feb., 1949) A.H. Sager to Dr. Shrum.

52. Letter (9 March, 1949) Dr. Shrum to A.H. Sager.


54. See Annual Reports of the Fisheries Program for 1951-52 and 1952-53, Mr. A.V. Hill, who was at this time working elsewhere in the co-operative movement and who later joined the Extension staff is of the opinion that there were not nearly that number of groups actually functioning.

55. Stated in letter (19 May, 1953) G.M. Shrum to V.E. Graham (Dean of Agriculture, University of Saskatchewan).
56. A similar conference was held in Vancouver the previous December.


58. Letter (25 July, 1947) Dr. Shrum to Mr. Stewart Bates.


60. Press release in Extension Department files.

61. Report in Extension Department files.


63. Extension Department Interim Reports No. 11 and 12 (Jan. to April, 1939).

64. Extension Department Interim Report No. 13 (May-June, 1939).

65. A.R. 1941-42.

66. Ibid.

67. A.R. 1942-43. Dr. Shrum's connection with the Department of National Defence through the C.O.T.C. was presumably a factor in his organizing these courses.

68. An additional course in accounting was prepared but was never used by the company.

69. For further details and a discussion of the implications of this decision, see Chapter IX. Also see pamphlet "The Faculty of Commerce and Business Administration" published by the University in October, 1957, as part of the celebration of the establishment of the Faculty. See minutes of meeting of President's Committee 11 July, 1951.

70. Memorandum attached to minutes of President's Committee on University Extension for 24 Nov., 1955.

71. See especially letter (8 Jan., 1952) Mr. Donald Cameron to President MacKenzie.
CHAPTER V

EVENING CLASSES, LECTURES AND CREDIT COURSES 1936 - 1955

In the case of many, if not most of the Extension Departments in Canada, the three headings, evening classes, lectures and credit courses, would include almost all the universities' extension work. Although these three activities have not been the main preoccupation of the Extension Department at U.B.C., a sizeable service has been rendered in all three areas.

1. Evening Classes

The extension activity which is perhaps most commonly carried on by universities on this continent and which was often the first extension service an institution offered, is the evening class program. This is particularly true of institutions which are located in, or close to large centers of population. The non-credit evening class series is a means of providing a systematic treatment of a subject for those who wish to learn more than could be conveyed by a single lecture but who are not eligible, or do not wish to take a credit course. Compared to the credit course offerings of Canadian universities, the non-credit evening classes "are much more diversified and involve many more people." The typical evening class at the University of British Columbia meets for an hour and a half, once a week, for sixteen weeks. No attempt is made to check attendance and no examination is given.

The evening class program at U.B.C. began during the first year of the Extension Department's existence. There had been many cases before that time of University speakers conducting series of lectures sponsored by other organizations. Mention was made in Chapter II of the suggestion made in 1922 by Dr. Eastman that the University should offer courses of "6 or 8 lectures in
some special field" in Vancouver. The suggestion was rejected by some on the
grounds that the rural communities should receive preferred treatment by the
Extension Committee and that Vancouver was already well served. In a "detailed
draft" of the Extension Committee's activities for 1922-23 the advantages
and disadvantages of entering the evening class field were discussed and it
was recommended that the proposal be "carefully considered." Lecture series
had been a prominent feature of the "emergency program" of 1935-36.

Shortly after assuming his position as Director of the Extension Depart-
ment, Mr. England turned to the matter of launching an evening class program.
Three courses were offered during the year. The first of these was not,
strictly speaking, an Extension Department course. It was a course on General
Botany given by J. Davidson. This course had been offered regularly since
1919 and differed from the usual evening class in that if the student wished
to write an examination at the end of the course (and if he had the pre-
requisites) he could obtain credit for the lecture part of the regular credit
course Botany I. Non-credit students who wished to write the examination could
do so. Applications were made not to the Extension Department, but to the
Registrar's office. The other two courses conformed more closely to the usual
evening class pattern. They were a twenty-week series on electronics and a
fourteen-week course on "The Modern Approach to Community Welfare."

Mr. England wished to incorporate within the new University program the
courses which members of the Faculty of Agriculture were giving under the
auspices of the School Board. He had a series of meetings with representaives
of the Board and of the public library (which offered lecture series) in order
to work out a division of responsibility for classes offered to the citizens
of Vancouver. In May, 1937, Mr. England reported to the President that it was
agreed that "evening classes in Vancouver will concern themselves chiefly with vocational, technical and commercial work, leaving the University field to be covered by evening classes at the University." The School Board officials agreed to refrain from using University lecturers in their program. Close liaison with the School Board was maintained by the Extension Department in subsequent years.

Total enrollment in the three courses offered by the University was 273, to which Mr. England added the registration of the two classes given by faculty members for the School Board. He reported a total enrollment of 381 for the first year's program and in May of 1937 secured the Board of Governors' approval for the continuation of the evening classes. That he was encouraged by this showing was revealed in the recommendations which he made to President Klinck as he was leaving the University in August of 1937. He listed sixteen courses which he felt should be offered during the following year.

The first five years of the evening class program laid the foundation for future development. The number of courses remained small, ranging from five to twelve during the period. Several important precedents were established. One of these was the decision in 1937 to offer courses away from the campus at the Vancouver Normal School, "in order to serve the East End of the city." By 1940-41, almost all the classes were offered there, a practice which continued throughout the period under review in this study. The University paid a nominal rent to the Provincial Government for the use of rooms in the building.

In the fall of 1937 Dr. Shrum published the first of what was to be an annual series of "evening class bulletins" in which all of the regular evening classes for the year were listed. (Mr. England had published a separate
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Courses</th>
<th>Total Attendance</th>
<th>Average Size of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1936-37</td>
<td>5</td>
<td>381</td>
<td>76</td>
</tr>
<tr>
<td>1937-38</td>
<td>7</td>
<td>199</td>
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<td>12</td>
<td>381</td>
<td>32</td>
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<td>1939-40</td>
<td>7</td>
<td>332</td>
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<td>1940-41</td>
<td>8</td>
<td>365</td>
<td>46</td>
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<td>1941-42</td>
<td>13</td>
<td>786</td>
<td>60</td>
</tr>
<tr>
<td>1942-43</td>
<td>12</td>
<td>662</td>
<td>55</td>
</tr>
<tr>
<td>1943-44</td>
<td>11</td>
<td>874</td>
<td>79</td>
</tr>
<tr>
<td>1944-45</td>
<td>16</td>
<td>938</td>
<td>59</td>
</tr>
<tr>
<td>1945-46</td>
<td>26</td>
<td>1,709</td>
<td>65</td>
</tr>
<tr>
<td>1946-47</td>
<td>31</td>
<td>1,705</td>
<td>55</td>
</tr>
<tr>
<td>1947-48</td>
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<td>1948-49</td>
<td>38</td>
<td>1,865</td>
<td>49</td>
</tr>
<tr>
<td>1949-50</td>
<td>42</td>
<td>1,797</td>
<td>43</td>
</tr>
<tr>
<td>1950-51</td>
<td>52</td>
<td>1,878</td>
<td>36</td>
</tr>
<tr>
<td>1951-52</td>
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<td>1,961</td>
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<td>1953-54</td>
<td>78</td>
<td>2,623</td>
<td>31</td>
</tr>
<tr>
<td>1954-55</td>
<td>72</td>
<td>2,289</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24,560</td>
<td></td>
</tr>
</tbody>
</table>
announcement for each course.) Another new feature which appeared in 1937-38 was the inclusion of the humanities in the program in addition to scientific studies. Most courses during this early period were fifteen lectures in length. An early record book discloses that the lecturers were paid $100.00 for the series. The standard course fee for students was $5.00.

Uncertainty about the program when war broke out early in the fall of 1939 was revealed in Dr. Shrum's report to the President at the time.

With the outbreak of war there was some question regarding the advisability of continuing the Evening Class program. The courses offered by the Vancouver Library and the School Board both suffered a serious falling off in attendance. However by 15 October, when the Department's courses opened, much of the war hysteria had abated and instead of a decrease in attendance there was such a marked increase that some difficulty was experienced in arranging the necessary accommodation.10

During the war, the number of evening courses increased to an average of fourteen per year and the average annual attendance rose to almost 1000, compared to approximately 350 for the earlier period. Current international problems were reflected in course titles such as "The War and After," "The U.S.S.R. - The Land, The Peoples, and their Culture," "The Coming Peace Conference and After," and "Gardening in War-Time." Two new subject matter fields were represented as courses on foreign languages and several designed to improve students' qualifications in business were added to the program. Courses were offered in North Vancouver and in New Westminster on two occasions.

During the next eight years, until 1952-53, the evening class program, like the Extension Department and the University as a whole, expanded greatly. In the last year of the war, registration had been 938 in sixteen courses. The following year, more than 1,700 persons attended and by 1951-52, the total had risen to over 2,000 (in 46 courses). There was, apparently, some difficulty in persuading enough faculty to teach extension courses. Dr. Shrum
commented in the fall of 1946 that "unfortunately, the very great increase in enrollment in the undergraduate courses has made it increasingly difficult for members of the staff to participate in the evening class programme." An increasing proportion of the evening class teachers were drawn from outside the University during this period. 

The increase in the number of courses in the fields of business and industry and the arts was particularly noticeable at this time. In 1944-45 there were two business courses offered. Eight years later there were sixteen. Of special interest were the three-year program in Freight Traffic Management and the five-year series for Registered Industrial and Cost Accountants. In the fall of 1951 the School of Commerce began offering its evening diploma courses in this field as well. The only courses in the arts which had been offered prior to the end of the war were lecture courses on art and music appreciation. The acquisition of studio facilities in 1948 made it possible to branch out into pottery and painting classes as well. 

The Vancouver Normal School was not large enough to accommodate all of the classes. Attempts to schedule two sets per evening, beginning at 6:30 and 8:00 p.m., were not satisfactory in that the earlier classes were not well attended. There was not enough variety in the size of classroom either. There was a tendency, therefore, to hold more and more classes at the University and at other centers such as the Y.M.C.A. and the Art Gallery. Courses were also made available at several centers in the Lower Fraser Valley and on occasion, in Victoria. 

In 1953-54 both the number of courses (78) and the total enrollment (2,623) in the evening class program reached the highest point in the period under review. The field of business was by far the largest in terms of the
number of registrations, with the arts, home economics, the social sciences, the humanities (exclusive of languages and the arts) and foreign languages following in that order. The report of the supervisor of the program stressed the inadequacy of the Normal School quarters and the growing demand for recognition (in the form of certificates) for evening class study. In the final year under review, instructors were paid $12.50 per class and student fees were $9.00 for a standard course sixteen weeks in length.

Over the years, certain instructors made particularly outstanding contributions. Professor Davidson taught the course in botany for thirty-one years from 1919 to 1949. E.A. Lloyd and J. Biely gave an evening class on poultry husbandry every year during the period, often in some other center as well as Vancouver. Professor and Mrs. H. Adaskin gave a concert-lecture series every year beginning in 1947-48 and it was consistently one of the largest classes in the program.

The non-credit evening class program attracted 24,660 students between 1936 and 1955. It was an increasingly significant part of the extension program, especially in the later years, although it was throughout the period supervised on a part-time basis.

2. Lecture Service

By the time Mr. Robert England took up his post as Director of Extension, most of the Carnegie fund had been spent. In late September, 1936, Mr. England sent President Klinck a draft policy statement for the lectures program. It pointed out that there were limited funds available and that the "needs of the University internally owing to increased registration of students" had grown.
It has therefore been decided that for this session, 1936-37, applications from districts will be received and the University will be prepared to contribute as heretofore to the travelling expenses, but districts and organizations requesting lectures will be asked to contribute towards the cost. The fee for a single lecture will be $5.00, and for any course of three lectures the fee will be $7.50, districts and organizations to be responsible for rent of a hall .... Preference will be given to those requests assuring an audience of at least 50.

A general policy statement along these lines was distributed to faculty members a month later. An unusual feature of this policy was the fact that the charge for one lecture was $5.00, whereas the charge for three was only $7.50. This came about as a result of Mr. England's wish to persuade organizations to sponsor series of lectures on a single or related subjects rather than isolated, one-meeting arrangements. During the year a number of series ranging from three to eleven lectures in length were offered. An effort was made in some centers to work through the local committees which had been established in connection with the "emergency program," but many of them were found to be inactive or ineffective. The balance of the Carnegie grant was depleted during the year.

Dr. Shrum raised the fee for a single lecture to $10.00. He continued the practice of sending out a list each fall of the lectures which were available. This was discontinued during the war and not revived thereafter. Table V indicates that there was a steady demand for lectures by faculty throughout the period. There was a decrease in number of lectures during the war but immediately after it there was a pronounced increase and the figures continued a general upward trend from that time on.

At the request of the President's office, the Extension Department began in the late 1940's to send forms to faculty each month on which they were asked to report the lectures they had given the previous month. An analysis of the forms returned during the year 1951-52 reveals that, of the
### TABLE V

Statistics on Extension Lectures 1936 to 1955

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Lectures</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1936 - 1937</td>
<td>201</td>
<td>12,350</td>
</tr>
<tr>
<td>1937 - 1938</td>
<td>460</td>
<td>42,539</td>
</tr>
<tr>
<td>1938 - 1939</td>
<td>486</td>
<td>60,401</td>
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<tr>
<td>1939 - 1940</td>
<td>269</td>
<td>38,221</td>
</tr>
<tr>
<td>1940 - 1941</td>
<td>331</td>
<td>46,670</td>
</tr>
<tr>
<td>1941 - 1942</td>
<td>344</td>
<td>33,942</td>
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<tr>
<td>1942 - 1943</td>
<td>316</td>
<td>28,069</td>
</tr>
<tr>
<td>1943 - 1944</td>
<td>278</td>
<td>26,388</td>
</tr>
<tr>
<td>1944 - 1945</td>
<td>320</td>
<td>47,068</td>
</tr>
<tr>
<td>1945 - 1946</td>
<td>330</td>
<td>39,518</td>
</tr>
<tr>
<td>1946 - 1947</td>
<td>520</td>
<td>45,314</td>
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<tr>
<td>1947 - 1948</td>
<td>547</td>
<td>59,102</td>
</tr>
<tr>
<td>1948 - 1949</td>
<td>628</td>
<td>52,081</td>
</tr>
<tr>
<td>1949 - 1950</td>
<td>804</td>
<td>85,220</td>
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<tr>
<td>1950 - 1951</td>
<td>748</td>
<td>72,471</td>
</tr>
<tr>
<td>1951 - 1952</td>
<td>820</td>
<td>89,700</td>
</tr>
<tr>
<td>1952 - 1953</td>
<td>988</td>
<td>78,447</td>
</tr>
<tr>
<td>1953 - 1954</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>1954 - 1955</td>
<td>?</td>
<td>50,000+</td>
</tr>
</tbody>
</table>

1. Taken from Annual Reports for the period.
2. Until the end of April, 1937.
3. A.R. 1953-54 did not supply figures for this service.
4. A.R. 1954-55 stated "well in excess of 50,000."
almost 90,000 people who attended extension lectures that year, approximately twenty-three per cent were outside the province. Most of these were delegates to professional conferences. An analysis of lecture attendance according to the type of audiences indicates the following distribution:

<table>
<thead>
<tr>
<th>Audience Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional and business groups and learned societies</td>
<td>44</td>
</tr>
<tr>
<td>Voluntary organizations (of the P+T.A., United Nations Association type)</td>
<td>21</td>
</tr>
<tr>
<td>Service Clubs (including Canadian Clubs, Board of Trade)</td>
<td>9.2</td>
</tr>
<tr>
<td>Cultural organizations (Art Gallery, etc.)</td>
<td>6.4</td>
</tr>
<tr>
<td>Student groups (university and high school)</td>
<td>5.0</td>
</tr>
<tr>
<td>Regular lecture series (Victoria etc.)</td>
<td>4.2</td>
</tr>
<tr>
<td>Agricultural groups</td>
<td>3.1</td>
</tr>
<tr>
<td>Church groups</td>
<td>3.0</td>
</tr>
<tr>
<td>Armed services</td>
<td>3.0</td>
</tr>
<tr>
<td>Other</td>
<td>1.1</td>
</tr>
</tbody>
</table>

Thirty-six radio broadcasts were reported, but the questionnaire did not provide a specific question about this, so there may well have been more.

There were two groups to which the University consistently gave considerable service through extension lectures. One of these was the school teachers of the province. Special efforts were made to provide speakers for their regional and provincial conferences and for the many specialists' or subject-matter sub-groups of the British Columbia Teachers' Federation. A second group were high school students. The Extension Department made an effort to fill every request to the University for speakers at high school graduation ceremonies. It has provided many speakers in connection with vocational counselling programs in the schools. In May of 1952 President MacKenzie wrote Dr. Shrum, asking him to

give some further thought to the possibilities of having a suitable representative of the University visit most or all of the high schools in British Columbia with a view to informing the students in grades eleven and twelve and, where possible, the staff and teachers about the opportunities available at the University.
In December Dr. Shrum sent out a circular letter to all secondary schools in the province asking for the principals' reaction to receiving visitors in the school who could tell the students about the University. Almost all the answers enthusiastically welcomed the suggestion. Efforts were made by the Department to send speakers to a large number of schools during the ensuing months. In the spring of each of the following two years, a team of faculty representing different aspects of the University visited the Kelowna (1953) and Prince George (1954) areas speaking to community organizations and high school students. In 1955, instead of organizing these "Capsule Colleges," the Department arranged teams of two faculty members which covered all the main regions of the province, visited forty-two schools and spoke to 2,575 students.

After the war, the standard charge for a faculty lecturer was eliminated. The Extension Department was given a small annual appropriation earmarked for this purpose in its grant from the administration and it attempted to make the funds go as "far" as possible, providing free service to groups with little or no financial resources, and asking other organizations to pay the full cost, including an honorarium.

It is not possible to evaluate the educational value of the many extension lectures provided over the years by the University. A growing number of University faculty members gave generously of their time and effort in the hope and belief that they were making a contribution to the University and to the education of adults in the province.

In addition to arranging individual lectures throughout the province the Department co-operated with certain groups and organizations to provide continuing series at various points in Vancouver and nearby centers. The
Vancouver Institute continued its regular lecture program unbroken throughout the period under review. Depression and wartime presented problems of various kinds, from financial deficits to gasoline rationing. The most successful season in terms of attendance was 1939-40, when approximately 9,000 persons attended the twenty-two meetings, an average of more than 400 per meeting.

The Institute became increasingly closely associated with the University. The University provided "atmosphere and accommodation, and in reality management - and most of the lecturers." The Extension Department maintained a close liaison with the Institute over the years. Dr. Shrum had been President for two years in the 1930's and Dr. Friesen for the year 1954-55. For the last four years prior to 1955, the secretary of the Institute was a member of the staff of the Department.

The University Extension Association of Victoria continued to provide lecture series each year throughout this period. Financial problems became serious at various times, resulting in a brief period during which a small charge for admission was made and a number of years in which the length of the series was reduced to as few as eight lectures. Attendance and membership were a problem for several years, especially in the late 1930's. The Extension Department maintained a close link with the Association, providing suggestions about the program, contributing every year in varying degrees to the cost of the series and arranging for the participation of the faculty members involved. The overwhelming majority of the speakers continued to be drawn from the faculty of the University.

Beginning in the fall of 1938, the Department provided a program of lectures each year (with the exception of the period 1942 to 1946) for the inmates of the B.C. Penitentiary at New Westminster. In the ten years the
A lecture series was offered, seventy-six lectures were given to a total of almost 15,000 persons (who attended on a voluntary basis). Each year, beginning in 1950-51, a lecture series on current affairs topics was arranged for the United Services Institute situated at Camp Chilliwack near Sardis. The Department of National Defence provided the funds for the program. Annual series were also arranged in co-operation with the night school director in Abbotsford, beginning in 1952, and Nanaimo beginning in 1954.

3. Extension Credit Courses

Within the Extension program of most Eastern Canadian universities, extension courses for credit towards a university degree have been the main, and in some cases the only activity. While this has not been true of the University of British Columbia, nevertheless, since the end of the Second World War, increasing attention has been paid to such courses.

A. Extra-Sessional Courses

Extension lecture courses for credit towards a university degree were made available for the first time during the academic year 1929-30, long before the establishment of the Extension Department. The decision to offer such courses was preceded by long and involved discussion in faculty, Senate and Board meetings extending over many years.

As early as 1921 the University was being urged to offer evening and Saturday morning credit courses for part-time students. At the conclusion of the Summer School of 1921 (the second which had been offered) the Director, Dean H.T.J. Coleman, included in his report the recommendations of a special committee which had been established by the students to look into the matter. The students recommended offering such extension courses, linking them with
the proposal that the University make it possible to obtain a degree by taking summer and extra-sessional courses only. This proposal was one which the students reiterated frequently in subsequent years. In his report on Summer School the following year, Dean Coleman strongly supported the students' recommendations.

The Faculty of Arts and Science took action in the spring of 1923. At a meeting in early March it received a request from the B.C. Teachers' Federation for changes in the regulations governing Summer School and provision for extra-mural courses. At the next meeting in early May, it referred the matter to a committee made up of the Department Heads in Arts.

This Committee on Extra-Mural Work submitted an interim report to the Faculty meeting in mid-November of that year, but it was not until October of 1924 that it made its final report. Their conclusion, which was approved by the meeting, was that the following be recommended to the Senate for its approval:

That teachers in service and others whom Faculty may formally approve, who have full Junior Matriculation standing, may proceed to the degree of B.A. under the following conditions:

1. They may be granted, upon the work of any Summer Session of the University, a maximum of $\frac{4}{2}$ units of credit.

2. They may obtain during the period of any Winter Session of the University (October 1st. to May 1st.) a maximum of 3 units of credit in extra-mural courses approved by Senate.

3. As candidates for the B.A. degree, they may offer a maximum of 27 units of credit from Summer Session study and attendance and 18 units of credit in extra-mural courses.

4. In all such cases the final year, involving at least 15 units of work, must be spent in attendance at the Winter Session of the University.

Deliberations on extra-mural and evening credit offerings over the subsequent several years were rather involved. Recommendations of Faculty, Senate, the
## TABLE VI

Enrollment in Extra-Sessional, Directed Reading and Correspondence Courses 1919 - 1955

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<thead>
<tr>
<th>Year</th>
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President and the Board of Governors were in turn referred to the other bodies for reconsideration, approval or implementation. The Senate established a "Committee to Study the Question of Summer Session and Extra-Mural Courses in all its Bearings," which played a key role. After consideration of the recommendations of the Faculty of Arts and Science it referred the question of whether a student should be allowed to earn his entire degree by Summer School work back to the Faculty for further study. In the meantime the provision for extra-mural courses appeared to be moving ahead when the Faculty of Arts and Science in December of 1925 authorized the Dean to provide the Senate with a list of the Departments which were prepared to offer extra-mural work the following year.

In the summer of 1926 the Summer Session students' Committee on Recommendations and Organization, whose report was adopted by a general meeting of the students, expressed disappointment that more progress had not been made on these matters, submitted a lengthy "Preliminary Report" and endorsed the following resolutions:

1. During the coming winter session extra-mural courses [be given] in such subjects as it is deemed possible to give satisfactory extra-mural instruction in ....

2. That a certain number of Fourth Year courses be available for extra-mural study during the coming Winter Session ....

Dean Coleman, in commenting on the recommendations, pointed out that these questions had been under review for a long time and expressed the wish that the University should "do everything for [the students] which is consistent with the maintenance of proper University standards."

The matter of extra-mural courses was attracting the attention of the public. In mid-October, the Vancouver Province published an editorial in
support of this kind of offering. It urged the Senate to approve the measure and added:

There is no question of turning the University into a correspondence college. But there is a very great opportunity for the University to widen its influence and the scope of its activities by encouraging the work of students who have the industry, the will-power and the faith in the value of education to pursue extra-mural courses.32

This point of view was not endorsed by the Faculty of Arts and Science. In early February, 1927, it adopted a further report submitted to it by the committee of Department Heads which stated that evening and Saturday morning courses should be limited to courses in Education without credit towards a degree, and made no mention of extra-mural courses. The Senate subsequently approved the recommendations about Summer Session but asked the Faculty to consider and report to Senate on:

a. Extra-mural courses in all years with credit.
b. Reading courses in the Third and Fourth Years.
c. Saturday and evening classes in Arts Departments with credit.34

In early March the Faculty referred these questions back to the Committee of Department Heads. Their report was received and discussed at a Faculty meeting on 23 April, 1927. The report traced the history of deliberations on these matters and explained why the Faculty was opposed to offering credits towards a degree by extra-mural, reading, or evening and Saturday courses. The Senate, upon receipt of these recommendations, referred them to its committee on the subject, which continued intensive deliberations during the summer and early autumn. Conversations with the President and the Board of Governors were held. They revealed some differences of opinion vis-a-vis the Senate's position and led to extended discussions. President Klinck presented a long memorandum to the committee in mid-August and a supplementary statement on extra-mural courses the following month. In these statements he
made it clear that he supported offering Saturday morning and evening courses on the campus. With regard to the other kinds of courses under discussion, the President held a different opinion.

... I have opposed from the outset, and with increasing conviction, the adoption of any of the following forms of instruction when considered, either by themselves or in conjunction with Summer Session courses, as a means for obtaining credits towards the B.A. degree:

a. Correspondence Courses
b. Reading Courses
c. Extra-Mural Courses

On the recommendation of its committee, the Senate, on 8 November, 1927, made some far-reaching changes with respect to the regulations governing Summer School and approved in principle offering Saturday morning and evening credit courses on the campus. These decisions were confirmed in principle by the Board of Governors at its December meeting.

The next step was to work out the detailed administrative arrangements for the courses. In mid-October, 1928, G.M. Weir, who had become Director of the Summer School and extra-sessional classes (as the evening and Saturday morning classes were to be known) reported on the regulations governing the courses for the information of the Faculty. Further details in connection with the courses were worked out in the subsequent months.

After deliberations spread over seven years, extra-sessional courses for credit towards the B.A. degree were offered for the first time during the academic year 1929-30. Total registration in the three courses offered in that first year was 105, a figure which was not exceeded, except in 1932-33, (108) between that time and when these courses were terminated at the beginning of the Second World War. (See Table VI, above.)
When the Extension Department was created, it had no direct relationship with the credit courses then being offered on either an extra-sessional or directed reading basis. Even when in 1947-48 the first credit course in Education was offered away from the campus, the Department did not take part in the arrangements.

In the autumn of 1948 the Extension Department prepared a brief for President MacKenzie on the possibility of giving credit courses through the Department by correspondence or evening lecture classes. In the memorandum, Dr. Shrum stated:

... it would appear that the time is now appropriate for the University to extend its work in this field beyond the present late afternoon and directed reading courses.

With regard to the lecture courses he added:

The possibility of offering evening classes for credit presents few problems. Already more than thirty non-credit courses are being given by the Extension Department in Vancouver and nearby centers. It would not be difficult to arrange a few credit classes. These would have to conform to university standards as to content, length and pre-requisites. There is no doubt at all that such classes would be greatly appreciated by a considerable number of persons who are at present unable to attend regular intra-mural classes.

These recommendations were examined by the newly-established Committee on Correspondence and Evening Classes for Credit which was appointed by President MacKenzie and which met for the first time in April of 1949. It worked out the details of the conditions which would govern the offering of the courses and made recommendations to Senate in that regard. The Senate approved the courses in principle in May, as did the Board of Governors later in the same month. The latter ruled that within the limits suggested, the Department of University Extension handle the administration of the courses on a trial basis, and that any changes in academic regulations be submitted to Senate and from Senate to the Faculties, for consideration.
The extra-sessional courses, each of which had to be approved in turn by the academic department concerned, the Faculty of Arts and Science, and the Senate, were to be given under conditions approximating as closely as possible the conditions governing daytime work. (From the beginning the concession was made that the evening courses would meet twice a week for an hour and a half rather than the three one-hour sessions which was the common pattern in the daytime.) In order to be eligible to take the courses, students were to have a full first-year university or Senior Matriculation standing. Those registered for the regular session of the University were not permitted to enroll. Students could take only three units at one time, including any correspondence courses they might be taking. The normal rules about prerequisites, course fees, registration and supplemental examinations applied. Although the minimum number for which a course would be offered was stated as twenty, this was not strictly adhered to in even the first year of operations.

Two courses, Geography 201 and English 411, were offered during 1949-50. The program expanded gradually in the subsequent years. The largest enrollment in any single year during the period under review was 266 in 1953-54, when nine courses were offered. Although courses were given regularly at the Vancouver Normal School, it was not until 1953-54 that for the first time since 1947, they were given outside of Vancouver. Education courses were given at New Westminster and Nanaimo that year and at Victoria the next.

B. Directed Reading and Correspondence Credit Courses

Correspondence and directed reading courses were not looked upon favourably by the committees of Faculty and Senate which studied the various forms of extension credit courses. The reasons for their disapproval were much the same as those stated by President Klinck in his memorandum of 17
August, 1927, which was referred to above.

In Correspondence Courses, as the term is generally understood, the object sought is to qualify students to obtain credits towards a degree, in subjects which are taken extra-murally, and without reference to any intra-mural instruction whatever. As a means to this end, close and continuous supervision is exercised over the work of the student. The writing of frequent texts and examinations, based on assigned readings and detailed outlines of courses, constitutes an essential feature of this kind of work. Another feature of this form of teaching is that the instructor, after marking, correcting and commenting on each paper returns it to the student for future reference.

In the educational policy of the University of British Columbia I see no place for this form of instruction.

During the deliberations on these matters in 1926 and 1927, there was some discussion of increasing the educational value of Summer School courses by requiring the student to engage in correspondence study from April to July. In March of 1927, a Faculty Committee recommended against offering directed reading courses. There was some further discussion of them at Faculty meetings in 1932. Although in September of 1934, Faculty passed a motion in favour of offering a "special correspondence course" (History 12) the following year, the Board of Governors ruled later in the year that the proposed course was not acceptable "until the question of extra-mural work had been reconsidered."

In February of 1935, Faculty gave its approval to "Directed Reading Courses," which was designated as the official name. They were to be second year or above in level and the same prerequisites were to be insisted upon as was the case for regular daytime students. A minimum registration of twenty students was required. These recommendations, as approved by Senate, were implemented by the Board of Governors in September, although the latter stipulated that fifty students was to be the minimum. Appropriations for honoraria, stationery, general administration and for text books to be placed
in the library were authorized. The first course to be offered under these arrangements was History 11 (a), The British Empire, which was given by A.C. Cooke and Miss M.A. Ormsby.

The Directed Reading Course guided the student over the material to be covered by assigning certain text and reference book readings and requiring periodic assignments to be submitted to the instructor. The student then wrote a University examination at the end of the allotted time. Bulletins were mailed out to the students from time to time giving them assistance where, judging from the assignments, it was required. Generally speaking, these courses provided less contact with the student than was the case with the correspondence courses which were instituted in 1949. They did, however, insist that the students begin the course at a certain time in the year, proceed at a uniform pace and write the examination at the same time in July. The correspondence courses left the student free to proceed at his own speed.

Ninety people took the Directed Reading Courses during the first year of operation. Table VI indicates the number of registrations each year until 1949, when they were discontinued. During 1943-44, to assist the Canadian Legion in its efforts to provide material for instruction for men and women in the armed services and for Canadian prisoners of war, twenty-eight courses were made available from U.B.C. They were also used as Directed Reading Courses. Dean Buchanan described the year's experience as "not a uniform success."

There were other objections to the Directed Reading program. After the courses had been operating for a few years, there was a tendency for students to approach instructors privately and make arrangements to start the courses. Lack of centralized administration led to confusion and
misunderstanding in some cases. The fact that regulations had been rather casually applied and were not centrally administered created a situation in which it was possible for students to play one faculty member off against another. It made it difficult to hold students to the letter of the regulations in cases where this was desired.

Dr. Shrum came to the conclusion that the solution to this problem was the establishment of regular correspondence courses as they were offered in many other institutions and which would be administered in the Extension Department. The Department's files contain a number of letters written at this time seeking advice from other institutions about correspondence instruction.

In December, the memorandum on extension credit courses which has already been mentioned was sent to the President. It described the activities of other Canadian institutions which offered correspondence courses, pointed out that the Extension Department was constantly referring inquiries to them and stated that there was considerable demand for such instruction in B.C. It proposed that the University of British Columbia institute its own courses and offered the services of the Extension Department for their administration. The Committee on Correspondence Courses and Evening Classes recommended that they be offered and the Board of Governors endorsed this decision at its meeting in May, 1949.

The Extension Department organized the correspondence courses over the next few months with the guidance of the newly-established President's Committee on University Extension. The main points established were: that the choice of which courses were to be offered and the content of the courses were the responsibility of the dean and department head concerned; that the Extension
Department was responsible for administering the courses and would assist with their preparation; that the fees charged would be the same as for regular courses and would be payable in three equal installments; that the Registrar would rule on all registrations and that only one course could be taken at a time; that of the last forty-five units in a B.A. program, at least thirty must be taken at the regular sessions and credits earned by correspondence could not be used in honors or graduate programs; and that a student could take two years to complete the course and could write the examinations as provided by the Registrar in December, April or August. Supplementary readings for the courses were to be provided in the Extension Library, which students registered in these courses were entitled to use.

By early August it was decided that three courses, English 200, Psychology 301 and History 304, would be offered. The Extension Department produced a leaflet entitled "Suggestions for Preparing Correspondence Courses" to assist the faculty members concerned. The three courses were made available for registration in October. A list of courses and enrollments in subsequent years is provided in Table VII.

The remuneration for writing the courses, marking the assignments (of which there were twenty-seven) and setting examinations was adjusted on several occasions during the next few years. The rate for marking the assignments was raised in December of 1949. In 1954 the payment for writing a course was raised, the "supervision" fee which the marker received for each student who registered was eliminated, and the payment for marking papers and setting examinations was again increased. Except in the early period of the program, the credit correspondence courses paid their way in that revenue more than offset the cost of course authorship, markers' fees, supplies and postage, and
TABLE VII

Credit Correspondence Courses:
Number of Students Enrolled Per Year - 1949 to 1955

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<td>Psychology 100</td>
<td>1</td>
<td>18</td>
<td>32</td>
<td>46</td>
<td>67</td>
<td>164</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6 Oct./51)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>299</td>
<td>220</td>
<td>193</td>
<td>212</td>
<td>280</td>
<td>362</td>
<td>1566</td>
<td></td>
</tr>
</tbody>
</table>

1. The figures given for each year are the number of new registrations during that period. Because students were allowed two years in which to complete the course, the number of active students in any year would be greater than the number which enrolled in that year. The yearly totals do not agree with those in Table VI because the latter figure was the number of "active" students enrolled at a particular time.
the salaries of the necessary secretarial assistance in the Extension Department.

As can be seen from Table VII, registration in the correspondence courses grew steadily during the period, although there was a slight decline after the flurry surrounding the introduction of the program. A total of 362 students enrolled in the eight courses during 1954-55, bringing the total enrollment since the beginning of the program to 1,566. Enrollments over the years justified the opinion which Dr. Shrum had expressed at the outset of the program as to the demand for this kind of Extension service in British Columbia.

In the case of both the non-credit evening class program and the lectures service, the general trend was steady expansion to meet the needs of the city and of the province. Considering the fact that during this period neither of these services was supervised on a full-time basis, the expansion was impressive. The growth of the Extension credit course offerings came later and was not nearly so rapid. Whereas with respect to its Extension work generally, the University of British Columbia has been as progressive as any institution in the country, in the case of Extension credit courses it was more conservative than most.
CHAPTER V

FOOTNOTES

1. Kidd, Adult Education in the Canadian University, p. 75.

2. Mention should also be made of the course on "Social Problems, Methods and Agencies" which was offered by the Department of Economics as a result of the Falk correspondence: See Chapter III.

3. In Extension Department files.

4. The announcement for the course is attached to A.R. 1936-37.

5. Monthly report to the President for May, 1937.

6. A.R. 1936-37. See Table III for annual evening class registrations.

7. Minutes of Board of Governors, 13 May, 1937. Mr. England referred to these classes as the "Evening Institute," a term which was not used thereafter.


9. It was terminated in the spring of 1956.

10. Interim Report to the President, No. 15 for the period 1 Sept. to 31 Dec., 1939.


12. See Chapter VII.

13. Report on evening classes 1953-54, Mr. Philip Keatley to Dr. Friesen.

14. They had given it since 1927-28 with the Vancouver School Board.

15. In the fall of 1955 it became a full-time responsibility for the first time. Previous to that it had been supervised by one of the assistant directors or some other staff member.

16. Letter (28 Sept., 1936) Mr. England to President Klinck.


18. Interview with Mr. England and also stated in a letter (10 May, 1956) to the author.

20. Letter (28 May, 1952) Dr. MacKenzie to Dr. Shrum.


22. In 1955 the amount was $2,600.

23. M.Y. Williams' history of the Vancouver Institute.

24. This account is based on letter (8 Dec., 1955) W.J. Fleck (Schoolmaster-Librarian) to author.

25. This information provided by C.H. Carpenter, who for some years worked with the Extension Department in arranging the series.

26. An exception to the account which follows is the Botany course given by J. Davidson beginning in 1919-20. The Calendar carried notice of this course as early as 1921-22. See especially Minutes of Faculty of Arts and Science for 25 Aug., 1933, for conditions governing this course.

27. Minutes of the Faculty of Arts and Science for 7 March and 8 May, 1923.

28. Minutes of the Faculty of Arts and Science for 15 Oct., 1924.

29. Minutes of the Faculty of Arts and Science for 15 Dec., 1925.


33. Minutes of the Faculty of Arts and Science for 9 Feb., 1927. Extra-mural courses were not included because they were so obviously unacceptable. See minutes of meeting of 23 April.

34. Minutes of Faculty of Arts and Science for 23 Feb., 1927.

35. Memorandum re The Summer Session and Related Courses dated 17 Aug., 1927.

36. Minutes of Board of Governors for 29 Dec., 1927. See also press reports in The Vancouver Province (31 Dec.) and the Victoria Colonist (1 Jan., 1928).

37. Minutes of the Faculty of Arts and Science for 10 Oct., 1928.

38. See especially minutes of Faculty of Arts and Science for 6 May, 1929.

39. See section below on directed reading courses.
40. Education 521, which was given in Langley by K.F. Argue.


43. Minutes of the Board of Governors for 30 May, 1949.

44. Memorandum (17 Aug., 1927) President Klinck to Mr. Sherwood Lett.

45. See Minutes of Faculty of Arts and Science for 9 Feb., 1927.

46. See especially Minutes of Faculty of Arts and Science 3 Aug., 1932.

47. Minutes of the Faculty of Arts and Science 18 Sept., 1934.

48. Minutes of Faculty of Arts and Science 4 June, 1935.

49. Minutes of Faculty of Arts and Science 13 Feb., 1935.

50. Minutes of Board of Governors 16 Sept., 1935.

51. The regulations were subsequently changed to permit D.R.C. examinations to be written at other centers. See Minutes of the Faculty of Arts and Science 24 March, 1937.

52. See Minutes of Faculty of Arts and Science 25 Aug., 1944.

53. President's Annual Report 1943-44.

54. The following material has been gathered in conversation with several people connected with the instruction and administration of D.R.C.
CHAPTER VI

SOCIAL EDUCATION 1936 - 1955

The Extension Department conducted many activities during this period which were of particular relevance to the non-vocational roles which adults play in society such as that of the voting citizen, the member of voluntary organizations, the parent and generally the participant in the ongoing affairs of the community. Social education, in the sense the term is used here, was a strong element in the program of the Department, as indeed it has been in the adult education movement as a whole. The Department shared the view expressed in the well known British report on adult education in 1919.

The adult education movement is inextricably interwoven with the whole of the organized life of the community. Whilst on the one hand it originates in a desire among individuals for adequate opportunities for self-expression and the cultivation of their personal powers and interests, it is, on the other hand, rooted in the social aspirations of the twin principles of personal development and social service. It aims at satisfying the needs of the individual and at the attainment of new standards of citizenship and a better social order. In some cases the personal motive predominates. In perhaps the greater majority of cases the dynamic character of adult education is due to its social motive.1

One reason why social education became an important element in the Extension program was the fact that the Department had been created during the Depression. It was a time when people were looking for answers as to why such a calamity had come upon society and for solutions to the great problems of the day. Both Mr. England and Dr. Shrum were particularly conscious of this situation when formulating policy and programs in the early years.2

1. Study Groups

When Dr. Todd made his interim report on the "emergency program" to the Senate in February of 1935, he also made reference to study group activity.
A few study groups have been formed on local initiative and this highly important phase of adult education might well be emphasized and supported by the University another year.

In what was probably the earliest summary Mr. England wrote about adult education in British Columbia, he made particular reference to study group activity of which he said there was already a considerable amount in the province. He commented:

I may add that I am great believer in the study group with a regular attendance, a definite course, and an objective approach to the subject in hand.

He was in correspondence with several study groups which had been organized during the previous year. During November of 1936, when attending the meeting of the Canadian Association for Adult Education, he drafted the following resolution, which was adopted by the Western group:

That the Western Canada group of the Canadian Association for Adult Education, after discussion, have noted with satisfaction the various experiments that are being carried on in connection with Adult Education but would suggest an emphasis for the immediate future upon the Study Group Movement. This would involve a more careful co-ordination of library service, thoughtful selection of directed reading, preparation of printed outlines for use by the Study Clubs and the making available of carefully selected texts to these Clubs. In order that Clubs should be formed and understand how to approach their work a carefully prepared bulletin would serve a useful purpose, distinguishing the Study Club from the propaganda unit, emphasizing the objective approach to the subject in hand and welcoming in the Club diversity of opinion and experience.

In April, Mr. England sent President Klinck a special memorandum on the subject of study groups. In it he pointed out that considerable assistance had already been given to such groups and that Mr. Morgan of the University Book Store had organized a number of groups of working men.

With regard to other informal study groups, there are usually a number to be found in conjunction with some organizations such as the League of Nations Society, the Parent-Teacher Association, etc. I feel that the best service we can render to such organizations is the training of leaders ....
With regard to physical equipment such as lantern slide loan library, extension library, etc., I hope we shall be able to maintain the principle of loan to groups and not to individuals . . . .

When Dr. Shrum took charge of the Department, he lost no time in providing direct and practical assistance to study groups. Mr. Walter Harwood was employed in late October to assist with this work. Within a month the first study course, "Economics and Public Affairs" was available. Eighteen groups took the course during the year and in his annual report, Dr. Shrum referred to further activity of this kind.

In addition to these eighteen groups ..., many other organizations carrying on educational work were assisted with outlines, pamphlets, books and lantern slides. In some cases arrangements were made for University lecturers to attend the meetings of the study groups.

During the following year, the study group program was greatly expanded. The eighteen groups grew to 179, divided among several new courses, including "History of the Theatre," "Practical Psychology," "The History of British Columbia" and "Modern Literature." In addition, assistance was being given to other groups studying current events, public speaking, credit unions (in connection with the fisheries program) and forestry. In his annual report for that year Dr. Shrum singled out the high level of study group activity for special mention in his introduction.

The rapid expansion of this work in 1938-39 seems to have been reversed the following year. In January Dr. Shrum reported that only two of the study courses - drama and co-operatives - were "really being used extensively."

He went on:

It is becoming more and more obvious that a successful study group program requires at least one field worker for each subject. This has been demonstrated by the success of Miss Somerset and Mr. MacKenzie in stimulating and maintaining the interest of their groups. When study group courses are offered by correspondence without periodical visits from an instructor, the enthusiasm of the members dies out very quickly.
The fisheries program came into being during the summer and fall of 1939 and it relied heavily on the use of the study group. Two new courses "An Introduction to Co-operation" and "Credit Unions," were added to the list.

The number of groups fluctuated during the war years between 185 (1942-43) and 259 (1941-42). Nine new courses were prepared by 1942. In 1944-45, there was a further rapid expansion. The number of registered groups rose to 325, due largely to the increase of interest in parent education work. "Child Psychology for Parents" and a new course on "Marriage and Family Life" were the most popular topics and courses on literature, public speaking, credit unions and co-operatives were most used of the others. The next year, during which there were 271 groups, was the last for which departmental reports state the actual number of registered groups. In subsequent years it was described as the "number of copies of courses distributed" and it is impossible to tell from the reports how many of the courses were being used by study groups and how many in other ways.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>1946-47</td>
<td>444</td>
</tr>
<tr>
<td>1947-48</td>
<td>993</td>
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<td>1948-49</td>
<td>772</td>
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<tr>
<td>1949-50</td>
<td>519</td>
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<tr>
<td>1950-51</td>
<td>590</td>
</tr>
<tr>
<td>1951-52</td>
<td>401</td>
</tr>
<tr>
<td>1952-53</td>
<td>402</td>
</tr>
</tbody>
</table>

During this period several courses were added or revised.

By the mid-1950's, there was less study group activity than there had been earlier. Other kinds of adult education activities, especially the short course, institute, workshop and seminar had gained in popularity. In the early years of the Department's activities, however, and down to 1950 or 1951, the Department maintained a study group program of considerable proportions, in terms of both number of groups participating and the breadth of offerings.
The success of the program was dependent partly on the excellence of the course materials and in large measure on the way in which they were promoted and integrated into the total program of the Department.

Several of the study courses were used widely in other parts of Canada. St. Francis Xavier University borrowed several of the fisheries outlines for its own use. "Acting for Juniors" was used in the schools in Saskatchewan. In his report for 1943-44, Dr. Shrum stated that during the year, Macdonald College had used six of the courses, the University of Saskatchewan, three and the University of Manitoba, one. Several hundred copies of the courses were sent to agencies in other provinces in each of the subsequent seven years.

2. Citizenship and Public Affairs

Most of the educational activities about public affairs which were conducted by the Department during the period under review were offered by means of evening classes and lectures. Evening classes presented under such titles as "The Far East in Ferment," "The Rise and Development of Labor and Management," "Canada for Newcomers," "Today's International Problems" and "Economics in Practice" provided information on a wide range of subjects. Several of the study group courses also dealt with public policy in various fields.

The wartime conditions focussed attention on current affairs. Within the study group program and the visual instruction service particularly, emphasis was given to this field. The fact that Mr. Robert McKenzie had joined the staff of the Department made it possible to develop this work more fully. He did much speaking on the progress of the war and perhaps even more on post-war reconstruction and problems. He began a pamphlet collection in
the Department which specialized on current affairs and was maintained, at various levels of thoroughness, from that time on. The Extension Library also found that there was an increasing demand for books on "contemporary affairs" at this time and thereafter it was consistently one of the most used parts of the collection.

Beginning in the summer of 1943 the Department co-operated with the Vancouver Y.M.C.A. on the Annual Summer Conference of the Public Affairs Institute. For a number of years thereafter the Department assisted with the planning and promotion of these programs. Several University faculty members lectured at the Institute and on a number of occasions members of the Department's staff took part either as speakers or as leaders of the recreational activities. In the summers of 1945, 1946 and 1947 the Department offered a Workshop in International Relations which provided intensive instruction on international affairs. That the Department continued them for three years in spite of the fact that registrations were so low was evidence of Dr. Shrum's willingness to underwrite a program which did not pay its way but which was felt to be important.

In the first few years after the war, programs in the field of public affairs were generally confined to these workshops, evening classes, study groups, lectures and Citizens' Forum, which will be described below. A pamphlet and study kit on "Know Your Government" appeared in 1949 and a study course on Canadian Foreign Policy was made available in the spring of 1955. The annual lecture series at Camp Chilliwack began in the fall of 1950. Members of the Department lectured on public affairs topics and served as consultants to a number of organizations and groups studying in this field.
Beginning in 1951, the Department co-operated with the Bureau on Current Affairs of the Department of National Defence in arranging an annual "Tri-Services Institute." This was designed to provide background and current information on world affairs for the senior officers of the three armed forces in the British Columbia region. In early 1954, for the first time, the Institute was held on the campus. It lasted three days and was attended by approximately ten of the top officers from each service. Almost all of the speakers were drawn from the faculty. The idea of such institutes was developed in British Columbia by the regional representative of the Bureau on Current Affairs in close association with the University, and was then adopted by the Department of National Defence for use with the armed forces in every region of the country.

3. Citizens' Forum

A significant portion of the effort that the Department put into public affairs programs went into Citizens' Forum. This program was co-sponsored by the Canadian Broadcasting Corporation and the Canadian Association for Adult Education (C.A.A.E.), and had much in common in terms of techniques with Farm Radio Forum. Citizens' Forum relied on a combination of radio broadcasts, pamphlets providing background information, listening groups and reports to provincial and national offices, but the topics it dealt with were ones of interest to all citizens, not just to a particular segment of the population. Like Farm Forum, the program has gained international attention and its origins and techniques have been described in several publications.

In September of 1943 a "Conference on Post-War Reconstruction" jointly financed by the C.A.A.E. and the Canadian Council on Education for Citizenship
(which later became the Canadian Citizenship Council) was held at Macdonald College for the purposes of promoting the Citizens' Forum idea and examining the techniques and first pamphlets to be used in the series. One of those who attended the conference was Mrs. K.G. Kern, President of the B.C. Parent-Teacher Federation, who subsequently did considerable promotional work on behalf of the program among the Parent-Teacher Associations in the province. Dr. Shrum had been in touch with the project from the beginning. He and Mrs. Kern worked together in calling the first meetings to plan the use of the new program in British Columbia. As a result of the organizational meetings held in November, 1943, which included "delegates from more than sixty organizations representing an aggregate membership of more than 200,000 people," the "B.C. Provincial Committee of the C.B.C. Citizens' Forum" was established with Dr. Shrum as Chairman and Miss Marjorie Smith as Secretary.

In some respects the Extension Department gave strong support to Citizens' Forum. Because the program dealt consistently with controversial subject matter, it was perhaps unavoidable that the C.A.A.E. would be criticized from time to time over such things as the choice of speakers on the broadcasts (which was actually the C.B.C.'s responsibility) or the character of the weekly pamphlets. Dr. Shrum on several occasions was most helpful to the national organization by defending it against its critics. In addition, the Department devoted considerable staff time to its responsibility for promoting the use of the program in British Columbia. The number of listening groups across the country did not live up to original hopes and expectations. Following the war, the figure levelled off at approximately 400 groups per year. The British Columbia situation was as follows:
<table>
<thead>
<tr>
<th>Year</th>
<th>Groups and Individuals</th>
<th>More than 90 groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>1943-44</td>
<td>128</td>
<td></td>
</tr>
<tr>
<td>1944-45</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>1945-46</td>
<td>38</td>
<td>216 people</td>
</tr>
<tr>
<td>1946-47</td>
<td>41</td>
<td>275</td>
</tr>
<tr>
<td>1947-48</td>
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<td>291</td>
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<td>1948-49</td>
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<tr>
<td>1949-50</td>
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<td>1953-54</td>
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<td>129</td>
</tr>
<tr>
<td>1954-55</td>
<td>20</td>
<td>129</td>
</tr>
</tbody>
</table>

A senior member of the Department's staff was in charge of Citizens' Forum at all times. Two of the U.B.C. staff, Mr. Robert McKenzie and Mr. Douglas Clarke, later worked for the C.A.A.E. and were responsible for the administration of the program at the national level.

In the early years of the program the Department conducted a number of special meetings and conferences designed to enlarge participation in British Columbia. Meetings of forum members were also organized on several occasions when the broadcasts originated in Vancouver. From 1948 on, when promotional efforts shifted somewhat from concentration on groups to building up individual and family subscribers, the Department did what it could to assist with this new emphasis. It could not, however, devote as much time to the program as was required to increase the membership. By the fall of 1954 the number of reports from forums reaching the office was decreasing rapidly.

Citizens' Forum made an original and important contribution to public affairs education in Canada. The Department carried out its responsibilities as provincial office with energy and resourcefulness, but towards the end of this period began to experience frustration (in common with other areas of the country) as group participation declined.
4. **Community Welfare and Recreation**

Aside from an evening class series on "The Modern Approach to Community Welfare" in early 1937 and a two-week training course for social workers in the summer of 1944, the Department did not develop programs in this field until after the war. Its work thereafter was mainly in the fields of community centers and recreation on the one hand and intercultural and human relations on the other.

The Department received a number of requests during 1945 for information and guidance on community centers and recreational services. After consultation with the recently established Department of Social Work, it was decided to offer programs in this field. During the next four years the Department helped to organize five major conferences (one in Victoria) on community center programs and facilities. The first established an Interim Committee (of which Miss Smith was the secretary) to plan further activities. The second conference established the B.C. Community Centres Association, which played an increasingly active part in the meetings thereafter, as did the Provincial Department of Education. During this period and for the next several years the Extension Department served as consultant and source of program materials for a great range of community center activity. It maintained an excellent pamphlet library and mounted displays of various kinds. It played a less prominent role as the Department of Education assumed more responsibility over the years.

In the broader field of recreation, several staff members played an active part. In the fall of 1947, Miss Travis and Mr. Large took part in a Recreation Leaders' Travelling Clinic which was organized by the Department of Education and the following year thirty meetings were held in various parts
of the province in answer to requests for assistance on the planning and organization of recreational activities. Financial assistance from the Federal government made it possible to expand activity in the field in the fall of 1952, when the National Council on Physical Fitness asked the University to undertake a diploma program in recreation. The Council provided a grant which made it possible to employ Mr. Barry Love as a joint appointment for the year 1952-53 in the Extension Department and the School of Physical Education. One result of this was a Recreation Workshop held in Trail in association with community organizations there. During 1954-55, three evening courses in the field of recreation were offered including one on "Camping Administration" which was the first of its kind in the province.

A series of well attended Workshops on Intercultural Relations were conducted during the summers of 1946, 1948, 1949 and 1950 in co-operation with the United Nations Association. They played a useful role in crystallizing community thinking about problems of discrimination and led to the creation of a separate organization which specialized in this field. Further workshops in the summers of 1954 and 1955 put more emphasis on community structure and less on the problems of ethnic groups. Other significant courses were offered in the fields of public welfare, gerontology and community planning.

5. Family Life, Parent and Pre-School Education

The program in this area was directed over the years, and was given much of its substance and continuity by Miss Marjorie Smith. Some impressions of the thinking behind the parent education and pre-school programs, and the relationship between the two, was provided by a memorandum prepared by her in the fall of 1954:
The concern of this service for parents is based on the conviction that since a child's home experiences have enormous influence on his mental health and future development, family life education is of primary importance. Today, experimental work in this field has been very limited. Projects designed to develop new approaches both as to "clientele" and methods are essential. We hope to explore some of these in the near future.

The co-operative play group, with its concern for the development of both parents and children has shown the value of parent involvement at a period when interest in their children is at a peak. ... This service is intensifying its efforts to assist play groups to make full use of the rich opportunities offered for parents to learn through a combination program including observation, study, discussion, and participation both in the pre-school program and in the adult group.

Parent education activities were first offered by the Department in the fall of 1940 in the form of a study course on child psychology and other study outlines. After several years of that work a further step was taken in June of 1944, when in response to a request from the B.C. Parent-Teacher Federation, a two-day "Parents' Institute" was held. Such conferences were held each year thereafter until 1954 (with the exception of two years in the late 1940's). They were attended by a total of approximately 1,500 parents and were devoted mainly to a study of child-development, pre-school education and family life.

Beginning in the late 1940's, Miss Smith developed a further group of study materials for parent education. One technique was "Kits for P-T.A. (Parent-Teacher Association) Meetings," which were small packets of printed materials suitable for use within a regular P-T.A. meeting and which were widely used from 1946 to 1949 particularly. Study group courses in the field of parent education such as "Marriage and Family Life," "Understanding Adolescents" and "Pre-School Education" were written during the period and for several years more than 500 sets of these materials were mailed out annually on request. These courses were also used as the basis of local workshops in different parts of the province.
The range of this program had broadened so much by 1952 that the title of the section of the annual report which dealt with it was changed from "Parent Education" to "Human Relations." In commenting on this more inclusive term the writer of the report stated:

The service included the provision of discussion materials to groups interested in child development, parent-child relationships, mental health and group development; leadership for workshops on discussion methods and group development, and for institutes on parent education and youth-adult conferences; and advisory services on program planning. This statement gives some hint of the range of methods utilized by Miss Smith in her section of the Department's program. They included correspondence and personal visits to groups, discussion leadership institutes in many centers, home study courses, films, books, pamphlets, evening classes, short courses and conferences at local and provincial levels.

Miss Smith placed emphasis in her programs on sustained contact with a few stable organizations interested in her field and capable of assisting with the program. This policy was described in one of the reports.

It is felt that an important part of the Supervisor's work has been, and will continue to be, her participation with representatives of other groups in efforts to further a sound development in [the parent education field.] Particularly fruitful during the past year's activities has been the continued work of the B.C. Parent-Teacher Federation, Parent-Teacher Councils, the Vancouver Association of Co-operative Playgroups and the Greater Vancouver Health League.

Another, and in some respects the most important characteristic of Miss Smith's work in parent education was her development of and reliance on the discussion method as a major part of the educational process. Her social work training no doubt contributed to her interest in this method and her understanding of it.

From the very beginning of Miss Smith's work with the Department, she was particularly interested in pre-school education. The pamphlet literature
available from her office for parent groups was particularly complete in that area. Study group courses and the study kits provided much material on the field as well. The Parents' Institutes gave considerable attention to it. Beginning in 1945, close liaison was established with the "Association of Co-operative Play Groups and Co-operative Church Play Groups" which was founded in that year.

In the spring of 1947, Mrs. Evangeline Winn, a specialist in pre-school education, joined the staff of the Department. She remained until July of 1949 and during those two years greatly accelerated the development of the pre-school education work. Mrs. Winn published bibliographies of materials on the subject available in both the Department and in the Extension Library. She prepared a discussion group course on "Co-operative Play Groups for Children Under Six" for which thirty groups had registered by August of 1947. In the spring of 1948, she organized the first of what was to be an annual series of demonstration courses in methods of pre-school education. In subsequent years this course became part of the training program for women wishing to become qualified to teach pre-school groups in the province. On the first occasion only it was a course for mothers of pre-school children. After she left the Department, Mrs. Winn returned on several occasions to instruct this course. In December of 1948, a new publication, "Pre-School News," was launched by the Department, an indication of the volume of work being done in this field and of the fact that a large number of persons looked to the Department for assistance and information.

After Mrs. Winn left the Department, Miss Smith continued to expand this work. Starting in late 1952, a series of "Area Conferences" were held at which the various aspects of the formation and operation of co-operative
pre-school groups were discussed and displays of useful literature in the
field were arranged. During the year 1952-53, a significant series of meetings
of leaders in the pre-school field was organized. This "Helpers' Discussion
Group," as it was called, was a particularly able and experienced group and
their deliberations contributed much to the determination of priorities for
the Extension program and the trends in the play group movement itself.
The course also represented an early step in the process of training a group
of lay leaders who would be able to act as consultants to play groups which
needed assistance. The development of such a group of lay leaders was a
distinctive feature of Miss Smith's work in all aspects of her program.

Early in 1954, at a meeting held at the University at which several
interested voluntary organizations, departments of the University and the
Vancouver School Board were represented, some significant decisions were made.
Provincial legislation which regulated pre-school centers set forth certain
requirements for the certification of pre-school teachers or supervisors. It
was felt that there was danger of duplication of services in the Vancouver
area by the School Board and the University. At that meeting it was agreed
that the evening class instruction in the Vancouver area would be provided by
the School Board. The University would prepare a correspondence course for
teachers who were located outside Vancouver and Victoria and could therefore
not take the evening classes. (It became available in the summer of 1954.)
The University would also continue to provide the summer demonstration course
in pre-school methods.

A further advance in the pre-school education field was made in the
spring of 1955 with the appointment to the staff on a part-time basis of a
specialist in that field, Mrs. Mary Hicks. She worked closely with the three
British Columbia organizations in the pre-school field and was instrumental in bringing about increased co-operation among them.

By 1954-55, the Department had established a wide range of services for both the teachers and the parents of pre-school children. With the appointment of a part-time specialist who could devote her time to the further development of this work, a foundation had been laid for an even more extensive program.

6. Leadership Training and Group Development

In his annual report for 1936-37, Mr. England pointed out that it was extremely difficult for the University to keep in touch with the many study groups throughout the province. He stated that "it would seem the course of wisdom to centre the University's activities on the training of study-group leaders." A four-day course entitled "Education - Modern Men, Methods and Curricula" was conducted on the campus in June, 1937, and was designed in part to teach skills in discussion leadership. A course held a year later on "Social and Cultural Problems" also stressed discussion leadership and included a panel discussion on "The Process of Group Thinking." Mr. Walter Harwood, who was employed in the fall of 1937 to assist with the study courses, also was responsible for visiting the groups and "instructing ... them in methods of group discussion."

A second stage of work in this field began in the fall of 1947, when the Parents' Institute was followed by a three-day "Workshop in Discussion Group Techniques" which was co-sponsored with the Parent-Teacher Federation. The brochure for the course described its purpose and nature:
Our aim in this Workshop is to present basic leadership techniques, to demonstrate their application, and to provide opportunities for actual practice in leading small groups in discussion periods. These "practice" sessions will be followed by evaluation periods, in which Workshop leaders and group members will analyze the practice discussion - the techniques of the student leaders and the participation of the members, with suggestions for improvement.

Lectures on the principles of leadership will cover the following topics: Procedure in Group Thinking, the Chairmanship of Group Thinking, Methods of Securing Group Discussion, the Place of Emotion in Group Thinking, What the Discussion Leader Expects from her Group.39

Those attending the course passed a resolution urging the Extension Department to continue its activities in this field.

Although Miss Smith was the staff member primarily responsible for this work, she was assisted at times by others who were particularly interested, especially Mrs. Winn and Mr. Boroughs, both of whom taught discussion leadership courses in several centers. Miss Smith and Mr. Boroughs attended an advanced course in this field in Seattle in the fall of 1949. New ideas and techniques acquired there were to have far-reaching effects on the work in British Columbia.

The basic pattern of services offered by the Department in this field was established during the following year. The workshops on group leadership were held each year, often with a guest director brought in from outside the province. This program grew to the point that in 1954-55 the advance registration was so heavy that a second workshop was held in order to accommodate all who wished to take part. Over the years the workshops, which at the outset concentrated on dealing with "back-home" problems of organizational life as suggested by the registrants, gradually shifted to more and more basic principles of group life and human relations. Each year, short courses on discussion leadership and group development were also offered in other
communities. For instance in 1950-51, ten such workshops were held in various parts of the province.

In September of 1951 Miss Smith was invited by the University of Alberta to lead a Workshop in Discussion Techniques at Banff. In the fall of 1953 she was one of three Canadians invited to Chicago by the Fund for Adult Education for a special leadership training course in connection with a discussion program, "Parenthood in a Free Nation," which the Fund was preparing. These events were indications of the national leadership Miss Smith was giving in the parent education and group development fields.

Although it is difficult to describe clearly the full details of the discussion leadership and group development programs provided by the Department, because of both the nature of the work and the degree to which it was integrated with other activities, it was nevertheless true that the Department's program in this field was recognized by many as the best in the country.

The Department's contributions in the field of social education were among its most outstanding ones. They were designed to assist interested adults to increase their effectiveness as citizens, parents and leaders of group activities. Much of this work was done in close association with voluntary organizations in the province, a method which was to the advantage of both parties, the Extension Department being able to recruit students from the membership of the organizations and the latter receiving the benefits of continuing assistance from Extension with program planning and leadership training. By the end of the period, the emphasis of the Department's program in these fields had shifted from the promotion of local study groups to the
organization of local, regional and provincial workshops and short courses. Offerings in the field of public affairs, which were to be an outstanding feature of the Department's program in later years, were expanding by the end of the period.
CHAPTER VI

FOOTNOTES


2. This stressed by both men in separate interviews with the author.


5. This was the regular Annual Meeting and Conference of the organization held 23 and 24 Nov. See letter (12 Jan., 1961) D.J. Ironside (Information Officer of the C.A.A.E.) to the author. Resolution quoted in memorandum attached to Report for Nov., 1936.


9. Copies of these courses and of the brochures describing them which were published dated 15 Nov., 1938, are in the Extension files.


11. This is circulation in B.C. only. The reports for 1953-54 and the next year gave no figure.

12. The rising standard of living may have encouraged a more individualistic approach to recreational and educational activities.


15. These Institutes began in 1941.

16. Of a total attendance of 43 for the three years, 15 were Americans.

17. Information about this program obtained from Mr. Robb Wilson, former representative of the Bureau of Current Affairs for British Columbia.

18. For historical material and details on the organization of Citizens' Forum, see E.A. Corbett, We Have With Us Tonight, Toronto, Ryerson Press, 1957, pp. 166-174; "Citizens' Forum" by Isabel Wilson in Kidd, J.R., Adult Education in Canada, pp. 179-187; "Citizens' Forum" by Isabel Wilson in Education in Public Affairs by Radio, (an expanded version of the previous reference).
19. Dr. Shrum sent letter of regret and U.B.C. was the only Western University not represented. See letter (31 Jan., 1956) Mrs. Isabel Wilson to author.


21. This confirmed by letter (21 Feb., 1956) to author from Mr. George P. Grant and in interviews with Mr. E.A. Corbett and Mrs. Isabel Wilson. See also C.A.A.E. memorandum dated 26 June, 1950, which summarizes the nature of attacks on the program.


23. See letters (25 Feb., 1948) Douglas Clarke (then National Secretary) to Dr. Shrum and return (3 Mar.).


25. Beginning with the 1958-59 season, Provincial Secretaries were eliminated and all service to members was provided by the national office.

26. The Vancouver Civic Unity Association.

27. Undated memorandum prepared in connection with the preparation of the twenty-first annual report of the Department.


30. Ibid.


32. See Extension News Sheet, vol. VI, No. 4 (Dec., 1948) for an announcement of the inauguration of this service.

33. Miss Smith in interview with the author.

34. The B.C. Co-operative Playgroup Association, the B.C. Kindergarten Teachers' Association and the B.C. Pre-School Education Association.

35. It could be argued persuasively that almost all of the Extension Department's program was in the broad sense "leadership training." The term as it is used here refers to a narrower concept, that of training in the skills and insights of the human relations of leading group or organizational activities.


37. Brochure in Extension files.
FOOTNOTES (continued)


40. This and other recommendations listed in a full report of the Workshop entitled "Group Discussion," in Extension files.

41. Miss Smith in interview.


43. When the author was preparing to join the Extension Department staff in the summer of 1954 he was told by several people in Central Canada that Miss Smith was the undoubted leader in discussion leadership and parent education work in Canada.

44. Memorandum prepared in the fall of 1957. In Extension files.
CHAPTER VII

FINE ARTS AND SUMMER SCHOOL 1936 - 1955

One of the most outstanding features of the Extension Department's activities between 1936 and 1955 was its work in the field of the fine arts. During his year as Director of the Department Mr. England took a prominent part in organizations devoted to fostering the arts. The first short course offered by the Department was one on drama offered in Invermere in June of 1936. The first permanent employee of the Department aside from the Director and his secretary was Miss Dorothy Somerset. She supervised the theatre work over the years and was responsible for initiating and developing services in several other fields of the arts. The Summer School of the Arts became one of the most outstanding and best known of its kind in Canada.

1. Fine Arts

A. Drama

Mr. England was particularly interested in the arts. On one occasion he commented that a neglect of this field on the part of the University would be "a sin against the light." In his annual report he described the relevance of work in the field of drama to his aims for the Department as a whole.

The Drama is an extremely useful stimulant towards the formation of local groups. The encouragement of play-reading and poetry-reading groups and perhaps the employment of verse-speaking choirs suggests the importance of the drama in adult education. Speech training, appreciation of literature, discriminating taste, craftsmanship in creating scenery and costumes, acting with its probable influence of refining of manners, the cultivation of imaginative sympathy, are a few of the by-products of life sharpened by personal co-operation with other members of a small group in dramatic production.

During the year, with the assistance of Miss Dorothy Somerset, who was at that time the professional director of the students' Players' Club, Mr. England took
several significant steps in this field. He established liaison with the
drama specialist in the Department of Education, Major Bullock-Webster, and
arranged a weekend course on drama in Invermere, the first short course
offered by the Department, which was instructed by Miss Somerset and Major
Bullock-Webster. He encouraged the formation of play-reading groups and
discussed the possibility of a play-lending service for their use. He also
assisted with arrangements and promotion for the Players' Club tour of out-
lying points in the spring.

Dr. Shrum soon turned his attention to drama. His report for November
of 1937 revealed that he was looking into the possibility of a repertory
theatre as part of the Department's activities. It was soon decided, however,
that this plan was an over-ambitious one.

Miss Somerset discussed with Dr. Shrum at this time the possibility of
a series of radio programs on play production. This was launched in January
of 1938 and was carried for three years by the C.B.C. on its regional network.
In the first year of its operation "The University Drama School" was singularly
successful. There were 122 registered listening groups following the series,
an impressive figure considering the youth of the Department and the size of
the population of the province. The listening groups were sent copies of the
one-act plays being included in the series. Authorities then discussed on the
air the acting and directing problems contained in the plays. Then the C.B.C.
produced the plays using professional actors. The groups served were dis-
tributed as follows:
In the ensuing fifteen months the drama service expanded in a number of ways. Miss Somerset, who had at first worked on an ad hoc and part-time basis, became a full-time member of the staff. As the work of the Extension Department in the field began to grow, there was some misunderstanding with the Department of Education as to the intentions and proper roles of the two organizations, especially with respect to contacts with drama specialists in the school. Dr. Shrum's report that in April, 1938, a conference had been held with Department of Education officials about this matter was but a pale reflection of the high feelings which had been aroused by the problem. The first Summer School of the Theatre was held in 1938. It in many respects became the focal point of the whole drama program. During the summer some of the most outstanding actors from the local theatre groups in the province took part in the course. Through these students Miss Somerset gained increased contact with the local groups. In the spring of 1938 Miss Somerset began the preparation of an annotated list of all books about the theatre and of all plays which were in the main university library or the Extension Library.

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<td>Courtenay</td>
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This was a tremendous task, one which occupied much of Miss Somerset's time for almost two years. The purpose of it was to provide a useful play lending service for local drama groups which require, in addition to instruction in the arts of theatre, information on plays and particularly the plays which are within their ability to produce.

By August of 1939, 1,500 plays were available, 50 groups were registered for the service and 851 plays had already been loaned. During the winter term 1938-39, three-day drama courses were offered in nine communities outside the Lower Mainland.

During the next year Miss Somerset prepared a reading course on "The History of the Theatre," which was designed for group study and consisted of readings on the historical development of the art plus selected plays illustrative of the main stages of development. F.G.C. Wood of the English Department, who had founded the Players' Club, prepared a correspondence course on playwriting. This had been an outgrowth of a most successful evening class on playwriting which he had given the previous year.

By the fall of 1939, a comprehensive drama service had been established. The Extension Bulletin on Theatre Services which was published in September of that year, listed the Play Lending Library (which included also recorded radio plays and dialect records), Short Drama Courses, Correspondence Course in Playwriting, Evening Class in Playwriting, the U.B.C. Drama Workshop of the Air, and the Summer School of Theatre. With variations from time to time and some changes in emphasis, these were the main services offered in future years.

The play lending library continued to be active throughout the remainder of the period under review in this study.
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The drama groups listed in this table were not necessarily active ones. They were listed because they registered with the Extension Department for use of the Play Lending Library. By 1944 the stock of plays and books on allied subjects had risen to 4,000.

It is difficult to determine exactly how many rural short courses in this field were conducted over the years. The annual reports for most of the period do not list the off-campus courses separately according to subject matter. There were eight given in 1939-40 and judging from indications in the occasional report, an average of approximately three or four each year thereafter. Miss Somerset was involved in teaching credit courses in theatre on the campus beginning in 1945 and found it difficult to get away to give short courses elsewhere. This situation was remedied in the fall of 1954, when Mr. Sydney Risk was employed by the Department as a field instructor in drama. In this capacity he travelled throughout the province putting on short courses of varying lengths at the request of local drama groups. In his first year of this work he conducted courses in twenty-four communities.
For several years during the 1940's, the home study courses in playwriting and acting were widely used in the province. In addition, a review of Miss Somerset's correspondence with persons outside the province reveals the great interest there was in these services among many theatre people in the rest of Canada. The courses in acting were designed for use with groups, preferably groups who had the guidance of someone with experience in producing plays. The first of these courses, "Acting for Beginners" was made available in 1940.

Miss Somerset organized a number of other special programs in the field of drama from time to time. In 1942, at the time of the visit of Mr. Barclay Leatham, Executive Secretary of the National Theater Conference, a two day "Vancouver Theater Conference" for drama groups in the Lower Mainland was sponsored by the Department. In the spring of 1949, the Department co-operated with the Vancouver Community Arts Council in arranging a "Drama Conference" for the Greater Vancouver area. As a result of the conference, a Drama Section of the Community Arts Council was established. Other special programs which were organized included assistance to the "Labour Theatre" in 1944, and the "Theatre Festival" sponsored by the University Fine Arts Committee in 1951.

Miss Somerset was an active participant and leader in a number of organizations in the field of theatre including the Western Canada Theater Conference (of which she became President in 1946), the Western Canada and Dominion Drama Festival, the B.C. Drama Association and the National Theater Conference.

Miss Somerset's accomplishments in this field on behalf of the Department and of the province won recognition in the form of travelling grants from foundations which made it possible for her to study for a few months in the spring
of 1946 and for the year 1954-55. She gave a large number of lectures each year for community groups. Her correspondence contains a great number of letters which she wrote on behalf of former pupils who were seeking scholarships, grants or teaching positions. She conducted a great deal of correspondence with authors who wished to have their plays produced and with young people seeking advice about careers in the theatre.

One of the most outstanding projects Miss Somerset undertook was the creation of the Frederic Wood Theatre on the campus in 1952. It was Miss Somerset's vision which transformed this former canteen into a small theatre and largely her efforts which raised the necessary funds. The story of this project has been told elsewhere but it is mentioned here as an illustration of the variety and vigor of Miss Somerset's efforts on behalf of the theatre in British Columbia.

To an extent which is perhaps not paralleled in any other aspect of the Extension program, a whole division of the work came to be identified with the personality of a single person. This was due partly to the length of her service as supervisor of this work and partly to the skill, and understanding with which she did so. It should be remembered that in addition to her work in theatre, Miss Somerset also supervised, particularly at the early stages, the Department's activities in other areas of the fine arts.

B. Music

Although Mr. England was very much interested in music and took an active part in the Vancouver Symphony Society, during his year as Director of the Department there were no courses in music offered. A demonstration lecture on the use of recorded music was included in the study group leaders'
course held at the University in June, 1937, and a few lectures on music were included in the Extension lectures during the year, but aside from these, the development of a music program remained for Dr. Shrum's attention. In his annual report for 1936-37, Mr. England did, however, point out both the need for programs in this field and the opportunities for the use of the Carnegie Music Set which the University owned.

During the next two years, more than 300 broadcasts of music from the Carnegie Set were given from either the campus studio (see Chapter VIII) or private stations in the city. An evening class on music was offered in 1937-38 and two evening recitals of records from the collection were held on the campus. The record loan service was inaugurated in January of 1941. During the summer of 1942, Dr. Ida Halpern prepared a group study course on "Music Appreciation" which consisted of twelve lessons and was designed to convey an understanding of the fundamentals of music. It consisted of texts to be read aloud, questions for discussion and recordings to be played. It was in use until 1954. Many groups, after completing this course, went on to further study in the field under Miss Somerset's supervision by making use of the Extension Library and record loan service. There were thirty-seven groups registered for this service during 1942-43 and 115 by 1945-46. The number did not fall below sixty at any time until 1952-53, the last year for which a figure is available.

There were a number of music courses available at Summer School and in the evening class program through the years. Dr. Halpern gave an evening class every year from 1941 to 1955 on various aspects of music. The lecture-concert series which the Adaskins gave each year beginning in the fall of 1947 has already been mentioned.
Throughout this period the Department was aware that there was a demand for much more work in the field of music than the limited staff, time and resources could make possible. As early as 1944, Dr. Shrum stated in his annual report that there was need for a full time extension supervisor in music. In October of that year, the Extension Department News Sheet, made this unusual statement.

Music: We never say very much about our music services because the demand is almost more than we can keep up with. But if there are any music-hungry groups in isolated communities we hope they'll get in touch with the Department. We'd like to be of service to them.

C. Arts and Crafts

The first course offered by the Department in this field was a series on art appreciation which was given on the campus in early 1938 by C.H. Scott, the Director of the Vancouver School of Art. A short time later, J.L. Shadbolt taught a short course in Kamloops for the local art study club. When the Youth Training program began later in the year, a specialist in handicrafts was employed for that work and considerable instruction was offered both within those courses and in the summer programs which were conducted for the Women's Institutes.

In the spring of 1943 a study course in Art Appreciation, written by W.P. Weston was added to the growing number of study courses available. There is no indication of the number of persons or groups who took this course but it was not among the several often listed in the annual reports as being the most used. The course was described in a Department circular as covering "the principles of art and the relations of art to the lives of men down through the ages. The course provides material for ten meetings and is accompanied by film strips, colour prints and illustrated books." In his report for
1943-44, Dr. Shrum mentioned handicrafts as one area of the work which had great potential and for which a full time person was required.

The Department's report for 1945-46 described that year as "the busiest year in its history" as far as work in the field of art was concerned. An evening class entitled "How to Look at Pictures" was given in both Vancouver and Victoria with a total attendance of 286. The "Painting for Pleasure" course which was inaugurated at the Summer School in 1946 enrolled so many students that it had to be divided into two sections. Travelling art exhibitions were organized and circulated to various centers in the province that year and the next two. They provided the focus for a number of other activities. In the same year Miss Eileen Cross was appointed to conduct work in the general field of Home Economics. She was an expert teacher in certain fields of handicrafts and she, and later her assistants in this work, conducted a great number of courses.

During the next three years there was a steady enlargement of activities in this field. Evening classes in painting, children's art and photography were well attended (as were similar courses at Summer School). Short courses were offered each year at several other centers in painting and one in clay modelling and pottery. The University Fine Arts Committee was formed in the fall of 1947 and Miss Jean Travis was named chairman of the sub-committee on handicrafts. In May of 1948, Mrs. Rupert Neill of the University Chapter of the I.O.D.E. (and one of the most active members of the Fine Arts Committee) announced that her organization would provide funds with which to establish workshop facilities for the arts at the University. These facilities were ready for use by the summer of 1949 and made possible a considerable expansion of the Extension Department's program in the arts in the subsequent period.
The painting courses offered out in the province during this period by Mr. Weston and B.C. Binning had stimulated a number of requests for more of the same. Dr. Shrum's correspondence for early 1949 contained several such requests. In early July, F.T. Fairey, the Deputy-Minister of Education, wrote to say that his Department had also been receiving requests from local art groups. Dr. Shrum's reply revealed that he was actively searching for an additional staff person to teach in that field. In September he appointed Mr. Cliff Robinson, who was described in the Extension News Sheet as "the well-known Canadian artist and scene designer."

The following twelve month period, during which the staff members in the home economics section and Mr. Robinson all conducted activities in the arts and crafts field, was undoubtedly the most active period in the history of this aspect of the Department's work. The evening classes and summer school expanded to include drawing, several ceramics classes and puppetry, in addition to painting. Mr. Robinson gave five-day short courses in nineteen communities outside Vancouver. A large number of letters were received by the Department over the next few years, letters of praise and thanks for the short courses conducted by Mr. Robinson. His work was highly regarded by all the local groups with whom he worked, it appears. This was a typical paragraph from these letters:

As to Mr. Robinson's success with his students it is phenomenal. We are extremely fortunate to have not only a talented and well-trained artist, but a teacher who can convey his knowledge to a class so divergent and awaken a keen ambition in each one, and who is tireless with his help to each individual.

In the remaining four years under review the services provided were much the same. Miss Travis left the Department in 1950 and from then on the art supervisor was in charge of all activities in this field. The supervisor
(there were two changes in personnel before 1955) organized the evening classes and summer school courses. He spent considerable time out in the province teaching short courses, a total of thirty-seven being offered during the four years. Other activities included instructing at the Youth Training school, building up a collection of books and slides, organizing the travelling art exhibitions and assisting local art groups and individuals with problems in his field. Beginning in the fall of 1952, and each year thereafter, a ceramics instructor was appointed for a seven-month period to teach the courses in that field and supervise the studio. A new ceramics studio was opened in 1953 in the Youth Training Camp area and the equipment was moved there from its former location in the basement of the Library.

The evening class enrollments in the arts and crafts during the period were as follows: (The numbers in brackets indicate the number of classes or sections.)

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<tr>
<th>Year</th>
<th>Art Appreciation</th>
<th>Photography</th>
<th>Painting</th>
<th>Ceramics</th>
<th>Design</th>
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<td>1938-39</td>
<td>-</td>
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<tr>
<td>1944-45</td>
<td>46</td>
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<tr>
<td>1945-46</td>
<td>286 (2)</td>
<td>125 (2)</td>
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<tr>
<td>1946-47</td>
<td>86</td>
<td>42</td>
<td>-</td>
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<tr>
<td>1947-48</td>
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<td>50</td>
<td>49 (2)</td>
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<tr>
<td>1948-49</td>
<td>-</td>
<td>53</td>
<td>54 (2)</td>
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<tr>
<td>1949-50</td>
<td>-</td>
<td>66 (3)</td>
<td>39 (2)</td>
<td>89 (5)</td>
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<tr>
<td>1950-51</td>
<td>-</td>
<td>-</td>
<td>64 (3)</td>
<td>64 (4)</td>
<td>-</td>
<td>75 (2)</td>
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<tr>
<td>1951-52</td>
<td>-</td>
<td>-</td>
<td>47</td>
<td>69 (?)</td>
<td>21</td>
<td>72 (3)</td>
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<tr>
<td>1952-53</td>
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<td>38</td>
<td>43 (?)</td>
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<td>80 (3)</td>
<td>65 (2)</td>
<td>53 (2)</td>
<td>69 (3)</td>
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</table>

D. Other

A correspondence course in creative writing entitled "Writing for You" was first made available in the summer of 1949 and was offered until the fall of 1955. It was prepared in response to a large number of requests and provided
instruction and criticism of written assignments in the fields of article (magazine), short story and radio writing. There were nine evening classes in creative writing given between 1947 and 1954 which were attended by a total of 478 persons. Evening classes in interior design were offered on several occasions and were well attended.

2. **Non-Credit Summer School Courses**

Non-credit Summer School courses were offered by the Extension Department for the first time in the summer of 1938. By 1955, this program had grown to the point where the Summer School of the Arts at this institution was one of the two outstanding programs of their kind in Canada. One of the factors which contributed to this accomplishment was undoubtedly the leadership given by Miss Somerset, Dr. Shrum and Dr. Friesen. Their sound administration combined with willingness to branch out into new fields and to experiment made it possible to build up an ambitious and imaginative program. Another factor contributing to the success of this program was the combination of climate and setting which the University of British Columbia provided during the summer. The presence on the campus of the regular Summer Session students also contributed. Another helpful factor was the favourable attitude of the University administration, the most outstanding and practical demonstration of which was the decision taken by the Board of Governors in early 1955 to underwrite a deficit of up to $10,000 for that year and the two following.

The budget of the Summer School of the Arts throughout this period was a part of the regular budget of the Extension Department and any deficits which were incurred had to be made up from other sources available to that
Department. Because good instructors in the field of the arts are highly paid, are in great demand, and therefore have to be appointed many months in advance, the Department consistently put itself in the position of being committed to a large salary expenditure with no guarantee that students would be forthcoming. That this system worked successfully and involved no major crises, financial or otherwise, is a tribute to the judgement of those who administered the summer school over the years.

The Banff School of the University of Alberta had been operating a Summer School of the Theatre for several years prior to 1938, and when Miss Somerset, who had at that time just joined the Extension staff, suggested such a summer program for U.B.C., there were some doubts as to whether a second school in the West was needed. The decision was made to proceed on an experimental basis, however, and a bulletin was published announcing the school for the following summer. The theatre school was held every year thereafter with the exception of three wartime years, 1942 to 1944. Over the years, other kinds of courses were added until a broad range of offerings in theatre, music and the arts and crafts were presented each summer. It was not until 1953 that the summer programs were officially named the Summer School of Fine Arts, a title which was modified in 1955 to simply the Summer School of the Arts.

The five years between the start of the summer program and its suspension in 1942 because of wartime conditions were ones of experimentation during which the Department demonstrated that there was a demand in British Columbia for such courses. The Summer School of Theatre was the core of the program, but courses on a number of other subjects were offered as well.
The first Summer School of Theatre was unexpectedly successful. A brochure was issued in early April announcing the school and listing a staff of six persons headed by Miss Ellen Van Volkenburg of New York. Dr. Shrum's report to the President on the summer's activities described the result:

The registration ... exceeded all expectations. When the course was first planned the possible registration was estimated at twenty. It was considered that thirty would be the maximum that could be expected. When Miss Van Volkenburg arrived she stated that it would be necessary to limit the registration to forty .... However, more than one hundred applications were actually received and many others would have applied if they had not been notified that the registration had been limited.3

Of the applications that were received, eighty were registered. Of these, forty-five were permitted to take the full course and the remaining thirty-five a partial one. This registration was particularly gratifying in view of the fact that there were three other attempts to hold drama schools in the province during the same period, two of which were unsuccessful and the third produced an unsatisfactorily small group. This first theatre school was remarkable for more than its unexpectedly large registration. The maturity and competence of the students were outstanding. Their production of "The Trojan Women" at the end of the program was an artistic (and financial) success. Registration in the School for the three subsequent years was not so high. (See Table VIII for registrations at all summer non-credit courses).

On each occasion a guest director was brought in to lead the staff and was supported by local instructors. By 1942 conditions were making it more and more difficult to attract a sufficient number of students for the Summer School. In 1943, the course was advertised but enrollments did not reach a satisfactory level. Anticipation of this possibility had prompted Miss Somerset not to engage outside instructors. With this unsuccessful attempt, the Summer School of the Theatre was discontinued until 1945.
### TABLE VIII

**Enrollments in Non-Credit Summer School Courses 1938 to 1955**

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<tr>
<td><strong>Total:</strong> Fine Art Courses</td>
<td>80</td>
<td>65</td>
<td>67</td>
<td>93</td>
<td>28</td>
<td>37</td>
<td>206</td>
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<td>246</td>
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<td>225</td>
<td>250</td>
<td>354</td>
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<td><strong>Total:</strong> Other Courses</td>
<td>70</td>
<td>50</td>
<td>29</td>
<td>29</td>
<td>129</td>
<td>38</td>
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<td><strong>Grand Total</strong></td>
<td>150</td>
<td>115</td>
<td>96</td>
<td>93</td>
<td>28</td>
<td>66</td>
<td>335</td>
<td>267</td>
<td>169</td>
<td>291</td>
<td>246</td>
<td>199</td>
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<td>80</td>
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**Music**
- Opera: 41, 47, ?, 28, 3
- Concert & Opera Literature: 15, 19, 40, 44
- Choral Singing: 16
- German Lieder: 17
- Opera Appreciation: 1
- Accompanying: 50, 43
- Music Appreciation: 11

**Arts and Crafts**
- Painting for Pleasure: 50, 64, 49, 32, 24, 24, 19, 35, 15
- Painters' Workshop: 29, 21, 25
- Painting for Beginners: 28
- Drawing and Painting: 21, 17, 6
- Design and Composition: 16, 24, 29
- History of Art: 80, 30
- Art in Education (credit): 11
- Children's Art Courses: 26, 23, 17
  - Weaving (elementary): 19, 25 (24), 20, 5
  - Weaving (advanced): 33
  - Pottery (elementary): 19, 11, 14, 11, 17, 23
  - Pottery (advanced): 13
  - Ceramic Workshop: 21, 13, 10, 11, 16
  - Batik: 12, 17
  - Sculpture: 16
  - Metalcraft: 8
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There were eight other courses given during this period. On three different occasions a course in hand weaving was conducted by Miss Mary Atwater, who was described in the brochure for the first one as "the outstanding authority on this field in America." For two years intensive five-week courses on radio script writing were offered. The availability of radio studio facilities on the campus added to the effectiveness of the instruction. In 1939 and the following year courses on motion picture production and use were offered. The only course outside the field of the arts was a "Summer School in Athletics" which was conducted most successfully in 1938.

A glance at Table VIII will reveal that during the nine years, 1945 to 1953, the Summer School of the Arts expanded greatly in attendance and range of offerings. What had barely become established before and during the war, was developed into a significant feature in the cultural life of Vancouver and of the province as a whole by 1953. Enrollments in the various courses varied widely from one year to the next, depending on the number of courses offered and the reputation of the instructors.

Enrollments in the Summer School of Theatre fluctuated during the period, the average being approximately fifty-eight. The Department was cautious in 1945, as it had been in 1942, Miss Somerset acting as director of the school. Every year thereafter, however, a guest was invited to teach directing and to direct the major production at the end of the school. At first these productions consisted of workshop performances of brief plays or scenes from longer works, but beginning in 1946, full productions of standard length works were staged. By 1952, three full length productions, one a play for children, were offered. In the summer of 1946 it became possible for the first time to earn credits in the English Department towards a degree by
successfully completing certain courses in the summer theatre program. In 1947 a full time instructor in scenery and stagecrafts was added to the staff. In 1952, following an appeal by Miss Somerset to President MacKenzie, the honoraria for instructors was raised by $200. Registration rose to sixty-eight in 1953. The report on the summer's activities pointed out that the school was operating at "the maximum of its potential." It warned that expansion was necessary if the school was to fill the increasing demand for knowledge of all phases of the theatre.

One of the major developments during this period was the introduction of a program in music and opera. This began with courses on musical appreciation in 1946 and the following two years. In 1950 the Department first offered courses in vocal training and opera. In that year Mr. Nicholas Goldschmidt of the Royal Conservatory of Music in Toronto, made his first of many appearances as director of the Summer School of Music. Three courses were given, Opera Appreciation, Opera Chorus Training and German Lieder Interpretation. Although at this stage, no operas were performed by the summer students, some of the better singers were invited to sing in operas which Mr. Goldschmidt produced for the Canadian Broadcasting Corporation while he was in the city.

Courses in the arts and crafts were expanded in number and kind in this period. Painting, drawing, design and composition, pottery, batik, weaving, sculpture and a Children's Art Course were given at various times. The program grew from one course in 1946 to six courses in 1953, including a wide range of the various arts and crafts.

Courses in creative writing were given on six occasions. Three of these were on writing for broadcasting and the others concentrated on the
short story and the play. Courses in the field of photography were given each year except 1950 and 1951 and a course in the "Techniques of Audio-Visual Education" was offered in the summer of 1945. What was to become a series of three annual summer Workshops in International Relations began in 1945. Both it and a highly successful "Workshop in Intercultural Relations" were described in Chapter VI.

In addition to these courses, there were a number of special events arranged which, when added to the various productions and exhibitions of students' work, enriched the "festival" aspect of the summer school. In 1947 the festival idea was first developed when an exhibition of student art work was open for viewing on the evenings of the major drama production. During the following summer, three special features, an exhibition of paintings from the Montreal Art Association, a concert by Professor and Mrs. Harry Adaskin and a chamber music concert by the Steinberg Quartet were arranged. In 1950 and 1953 the Adaskins offered a series of five concert-lectures at noon hours. The Julliard String Quartet of New York gave a series of five performances in 1953 under the sponsorship of the Extension Department and the Fine Arts Committee.

In 1954 and 1955 the Summer School received fresh impetus because of the enthusiasm of the new Director of the Department for this work, and because financial assistance from the Board of Governors made a more ambitious program possible.

Total enrollment in the non-credit Summer School in 1953 and 269. The next year it rose to 482. The Summer School of the Theatre was the largest it had been since the record year of 1947. There was a large enrollment in courses in the arts and crafts, and a particularly large increase in non-credit courses in fields other than the arts.
The report on the 1954 Summer School of the Arts had a strong editorial flavour. It recommended the addition to the opera program of instruction in acting and the creation of a more ambitious series of courses in that field. Concerning theatre, the report pointed out that the large enrollment had put a severe strain on staff and facilities. The need for a larger staff was stressed, as were the benefits which could result from cooperation between the theatre staff and the proposed additions to the opera staff in the acting field.

In September, 1954, the Board of Governors recognized the problems facing the Summer School and at the suggestion of one of its members, K.P. Caple, provided the basis for considerable expansion. As has been mentioned, the Summer School of the Arts had up until this time been financed as a part of the Extension Department’s operating budget. This situation naturally resulted in a comparatively cautious policy on the part of the Department with respect to expansion of staff or program. The Board of Governors agreed to meet, if necessary, net expenditures of the Summer School up to $10,000. It also set up a committee chaired by Mr. Caple to advise the Department on the enlargement and enrichment of the program.

This assistance affected the Summer School of the Arts in two main ways. First, it made it possible to expand the teaching program and to improve the student-teacher ratio, particularly in the theatre program. Secondly, it made it possible to appoint more prominent and widely known instructors as well as a publicity assistant in the hope that this would result in comparable increases in the income from student fees and attendance at festival performances. These hopes were justified. A much more ambitious program was conducted, involving a considerably higher level of expenditure.
Receipts from fees and ticket sales also increased, however, and only a portion of the $10,000 subsidy was required. The overall attendance at classes increased by seventeen per cent and the attendance at festival events reached a record high of 10,709.

Two notable additions to the theatre staff were Miss Iris Warren, who taught the advanced speech classes and who was described in Miss Somerset's report as "probably the most outstanding teacher of speech in England" and Dr. Tyrone Guthrie, the famous director, who visited for a few days, gave lectures to the public and the theatre students and advised on the general program. Comparable expansion took place in the field of Music and Opera. For the first time a Stage Director was appointed to the Opera School. Mr. Goldschmidt was also able to appoint an assistant Conductor and Coach. For the first time the school staged a full opera, Menotti's "The Consul." A concert of sacred music was given in St. John's Church, Vancouver, accompanied by an orchestra made available through the Trust Fund of the American Federation of Musicians. There was also expansion in the arts and crafts program, new courses in sculpture and metalcraft being offered.

In reporting on the Summer School of 1955, Dr. Friesen referred to it as being "in many ways outstanding and unique." Certainly in terms of the size and quality of the teaching staff, the breadth of its offerings, and the artistic merit of the festival events, the school has been the most outstanding in the history of the Summer School of the Arts. The summer arts program appeared to be on the threshold of a further period of major growth.
One of the most noticeable areas of special emphasis in the University of British Columbia's extension program was undoubtedly the fine arts. This accomplishment was all the more striking, in that this field is such a difficult one in which to operate from the point of view of both the expense and the competition for instructors and students. The need to provide programs which would at the same time be useful to the beginning amateur, the more experienced adult and the gifted near-professional was a challenge which was consistently encountered and was met with considerable success. The record of the Department's development of this work provides evidence of resourcefulness and skillful planning on the part of Extension as well as firm support from the administration of the University.
FOOTNOTES

1. When the author, in 1954, consulted several people in Eastern Canada about the quality and character of the Department's work, almost all the people interviewed made special reference to its role in the arts.


6. Monthly Report No. 6 (April, 1938). Also Miss Somerset to author.

7. Extension Monthly Report No. 8 (July-Aug., 1938). The Department purchased a large number of plays at this time to fill out the collection.


9. Three of the best plays written in the evening class were performed in the fall of 1939 before large audiences. See Extension Interim Report No. 15 (Sept.-Dec., 1939).

10. These figures were assembled from Extension Department Annual Reports, consultation with the library staff and the Annual Reports of the Librarian.

11. They were discontinued for most of the war years and revived after 1945.


13. Mr. Risk was a U.B.C. graduate and had been the professional director of the Players' Club and a fieldman for the Extension Department of the University of Alberta.


16. Recordings, books and equipment donated by the Carnegie Corporation and housed initially in the Library. See Chapter IX.


18. Undated Extension Department folder entitled "Art Services."

19. See Chapter IV.
FOOTNOTES (continued)

20. Minutes of the meeting of Fine Arts Committee for May, 1948, in Extension files.

21. In the fall of 1949 an agreement was drawn up which gave Extension wider powers in the use of those facilities. Copy in Extension files.


23. Letter (11 July, 1949) F.T. Fairey to Dr. Shrum.


27. Figures taken from annual reports. Children's Art was given in 1947-48, but enrollment is not known. A total of 258 attended classes in 1954-55 but distribution not known. Drawing class given in 1951-52 was taken by 39 persons.


29. Figures taken from annual reports. A course was also given in 1954-55, but the registration is not known. Journalism courses were also offered in 1944-45 and 1945-46.

30. The other was the Banff School of Fine Arts.

31. Miss Somerset recalls that she had some difficulty in convincing Dr. Shrum of the wisdom of launching a Summer School of the Theatre.


33. Ibid. Two were sponsored by the Department of Education. The one planned for Victoria was cancelled and one in Qualicum was carried on with only twenty in attendance.

34. Revenue from the course and the play totalled $2,024.35, expenditures $1,728.50. Miss Somerset recalls that due to the large enrollment, the type of student enrolled and the excellence of the production, the school created a considerable stir in University and artistic circles in Vancouver.

35. Letter (30 Sept., 1952) Miss Somerset to President MacKenzie.

37. Mr. Caple had been the director of the original team of instructors in the Youth Training program in the late 1930's.

38. The Board had provided a $1,000 guarantee for the Summer School of the Theatre alone the previous year. See Minutes of Board of Governors, 30 Nov., 1953.

CHAPTER VIII

AUDIO-VISUAL, LIBRARY AND RADIO SERVICES 1936 - 1955

References have been made in previous chapters to the ways in which such aids as films, film strips, books, recordings and radio broadcasts were used over the years, both as the central feature of educational programs and as supporting services. The drama service depended greatly upon the efficient management of the Extension Library, as did the correspondence courses. Many of the parent education and fisheries programs were built around the use of films sent out from the film library. The record library provided the illustrative material for the course in "Music Appreciation." There was not a major section of the Extension program which did not to some extent depend on these services.

1. Radio Broadcasting 1936 - 1940

By the time Mr. England took over his post as Director of the Extension Department, individual members of the faculty had been involved in broadcasting for some time. The Faculty of Agriculture had been particularly active. In the fall of 1936, the weekly "B.C. Electric Farm Broadcasts" were advertised as sponsored by the Agricultural Division of the Company, "by arrangement with the Department of Extension, University of British Columbia." During the year Mr. England established close liaison with the Canadian Broadcasting Corporation and in March of 1937 was named chairman of its newly established regional Radio Advisory Committee. During June, arrangements were made to broadcast concerts from the Carnegie Music Set over the local C.B.C. station (CRCV). More important, conversations had been held about the possibility of connecting the campus by line to CRCV "in order to broadcast addresses from
members of the staff and other items of interest from the University." In his annual report Mr. England commented on the possible future significance of such a step.

This hook-up, which can be made without cost to the University, will give the University access to the radio without the cost of establishing a station and in the end, through judicious use of the Council's advisory powers, may make the University as potent an influence over the air as if it had its own radio station.

Dr. Shrum continued the negotiations with the C.B.C. about equipping a radio studio on the campus and having reached an agreement in early October, 1937, sought and received the approval of the President and of the Board of Governors for the proposal later in the same month. Room "G" of the Agriculture Building, which had been the Extension Department's office, was set up as a radio studio and Extension moved to quarters in the Science Building. The technical arrangements which were established were not completely satisfactory. Late the following May, Dr. Shrum conferred in Ottawa with top C.B.C. officials about some of the problems which had been encountered during the year. Major Gladstone Murray, the President of the Corporation, visited the campus a month later, along with personnel of CBR (the new letters of the C.B.C. station in Vancouver), and the following points of agreement were reached:

a. The C.B.C. will install, on indefinite loan, complete equipment for the studio - cost $700.00.
b. The C.B.C. will arrange with the B.C. Telephone Co. to supply special telephone lines between the studio and the local station. These lines will have large gauge cables suitable for carrying the best musical programs. The cost will be borne by the C.B.C.
c. The C.B.C. will train men (e.g. Mr. Chatwin) to operate the control and other equipment at the University Studio.
d. If it is deemed necessary, the local station will send a man to the University to supervise the programs.
e. When programs are of sufficiently high calibre for transmission on the networks of the C.B.C., the University or the artist or speaker will be paid the usual remuneration.
f. The C.B.C. will permit the use of the equipment and line facilities by other local stations to a "reasonable" extent.\textsuperscript{7}

That there had been considerable radio activity during the year was amply demonstrated by Dr. Shrum's first annual report. He stressed the usefulness of radio in a province like British Columbia in reaching the many isolated communities. The first broadcast from the campus studio had been given on 26 October, 1937, and at times during the year as many as eleven broadcasts a week originated there. The regular programs were listed as:

1. Farm Market Reports, given daily over CBR from 12.45 to 12.50 p.m.
2. Farm Talks, given every Tuesday over CBR from 12.45 to 1.00 p.m. by members of the Faculty of Agriculture.
3. "Melodic Adventures" a series of talks on Music Appreciation, given by Professor Ira Dilworth over CBR on Tuesdays at 3.00 p.m. These talks were illustrated by recordings from the Carnegie Music Set.
4. "An Approach to Poetry", a series of talks by Professor Thorlief Larsen over CJOR on Wednesdays from 1.00 to 1.15 p.m.
5. "Vocal Music Through the Ages", a series of talks by Professor W.L. MacDonald over CJOR every Thursday from 4.30 to 5.00 p.m.
6. "Talks from the University", a series on topics of current interest by various members of the staff, over CJQR on Fridays from 1.00 to 1.15 p.m.
7. "Varsity Time", a program produced by the students every Wednesday from 1.00 to 1.30 p.m.

There had been 206 broadcasts making up a total time of more than forty-one hours on the air. This list did not include the extremely successful "University Drama School" which was described in the previous chapter.

During the following year, the improved line service and equipment for the campus studio were installed. Reports on further radio activity were fragmentary, but it was stated that a total of 356 broadcasts of music from the Carnegie Set were given in the next two years. There was no mention of radio broadcasts from the campus after the annual report for 1939-40. The main reason for their curtailment was continued technical difficulties which limited the quality of production from the campus studio. University faculty
continued to broadcast from time to time from other locations as the need and opportunity arose, but this brief experiment with broadcasting from the campus did not for long live up to expectations.

2. Audio-Visual Services

Mr. England seems to have assumed from the beginning that the Extension Department should provide visual instruction services. He undertook a survey of what materials were available on the campus and in March of 1937 arranged a visit to the already well-established and well-known Visual Instruction section of the Extension Department of the University of Alberta. There he made inquiries about the administration of the service and purchased several pieces of equipment and a large quantity of slides and "Picturols." Mr. England reported that it was his intention to issue a catalogue of available materials and to inaugurate a loan service the following year. In the meantime, letters were sent out to various companies and consulates pointing out that a library of such materials was being set up and inviting the recipients to donate or loan slides. In July a "film clerk" was appointed on a temporary basis.

Dr. Shrum continued the preparation of a library of these materials. The first loans were made in November of 1937, but the use was minimal until the first catalogue of holdings appeared in February of the next year. The collection of slides and projection equipment was substantially augmented at the same time from Youth Training program funds. Circulation by the end of August totalled ninety-three sets of lantern slides, forty-three sets of film slides (later known as filmstrips) and forty-seven pieces of equipment. (See Table IX for circulation 1937-1955.) During the year darkroom facilities had been established and the Department was making slides for its own use and
TABLE IX

Statistical Summary - Audio-Visual Services 1937 - 1955

<table>
<thead>
<tr>
<th></th>
<th>Number of Communities Using Service</th>
<th>Number of Organizations &amp; Individuals Using Service</th>
<th>Attendance at Showings</th>
<th>Circulation Lantern Slides (sets)</th>
<th>Film Strips (reels)</th>
<th>Movies (reels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1937-38</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>93</td>
<td>43</td>
<td>-</td>
</tr>
<tr>
<td>1938-39</td>
<td>-</td>
<td>43</td>
<td>10,000+</td>
<td>140</td>
<td>568</td>
<td>296</td>
</tr>
<tr>
<td>1939-40</td>
<td>105</td>
<td>118</td>
<td>103,156</td>
<td>99</td>
<td>1,107</td>
<td>2,000</td>
</tr>
<tr>
<td>1940-41</td>
<td>223</td>
<td>172</td>
<td>204,430</td>
<td>75</td>
<td>1,821</td>
<td>5,387</td>
</tr>
<tr>
<td>1941-42</td>
<td>254</td>
<td>396</td>
<td>465,154</td>
<td>101</td>
<td>1,722</td>
<td>5,929</td>
</tr>
<tr>
<td>1942-43</td>
<td>425</td>
<td>825</td>
<td>546,847</td>
<td>122</td>
<td>2,150</td>
<td>13,150</td>
</tr>
<tr>
<td>1943-44</td>
<td>360</td>
<td>750</td>
<td>614,676</td>
<td>69</td>
<td>2,222</td>
<td>10,500</td>
</tr>
<tr>
<td>1944-45</td>
<td>348</td>
<td>602</td>
<td>463,777</td>
<td>84</td>
<td>2,305</td>
<td>9,204</td>
</tr>
<tr>
<td>1945-46</td>
<td>300</td>
<td>727</td>
<td>460,170</td>
<td>74</td>
<td>2,212</td>
<td>10,528</td>
</tr>
<tr>
<td>1946-47</td>
<td>300</td>
<td>800</td>
<td>500,000</td>
<td>65</td>
<td>2,356</td>
<td>11,281</td>
</tr>
<tr>
<td>1947-48</td>
<td>216</td>
<td>791</td>
<td>550,000</td>
<td>99</td>
<td>2,062</td>
<td>11,587</td>
</tr>
<tr>
<td>1948-49</td>
<td>218</td>
<td>888</td>
<td>475,000</td>
<td>38</td>
<td>2,208</td>
<td>16,284</td>
</tr>
<tr>
<td>1949-50</td>
<td>-</td>
<td>1,204</td>
<td>-</td>
<td>1,981</td>
<td>16,288</td>
<td></td>
</tr>
<tr>
<td>1950-51</td>
<td>-</td>
<td>1,221</td>
<td>-</td>
<td>2,115</td>
<td>15,984</td>
<td></td>
</tr>
<tr>
<td>1951-52</td>
<td>-</td>
<td>1,219</td>
<td>-</td>
<td>2,100</td>
<td>15,900</td>
<td></td>
</tr>
<tr>
<td>1952-53</td>
<td>-</td>
<td>1,293</td>
<td>-</td>
<td>2,100</td>
<td>15,900</td>
<td></td>
</tr>
<tr>
<td>1953-54</td>
<td>-</td>
<td>1,242</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>17,281</td>
</tr>
<tr>
<td>1954-55</td>
<td>-</td>
<td>1,193</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

These figures obtained from various Departmental reports.
for other University departments.

During the next seven years, up until the end of the war, the audiovisual section of the Department became fully established as an operating unit and both the library of materials and their circulation grew rapidly. For most of this period the service was under the direct supervision of Mr. Leonard Chatwin. The most significant change in the collection of materials, apart from their increase in number, was the addition of motion pictures. The first of these was acquired in 1938 and by 1945 there were 550 titles in stock. The total audience for audio-visual materials grew tremendously from slightly over 10,000 in 1938-39 to almost 464,000 in the last year of the war. The rapid development of these services made necessary frequent publication of new catalogues.

The main reasons for the rapid growth of the section were the arrangements made with the National Film Board and National Film Society and the extraordinary conditions brought about by the war. The military establishments in various parts of the province created a great demand for audio-visual services, as did the Civil Defence organization. Programs of films were selected on a regular basis and sent to stations of all three services. The connection with the Film Board was particularly significant for the future development of the section. In April of 1939 Dr. Shrum informed the President that the Department had been made a "regional repository" for the distribution in British Columbia of all Dominion Government Motion Picture Bureau films. In his annual report Dr. Shrum stated that the new arrangement with the Bureau "made it possible to establish a film library to serve both school and adult groups." (At this time also, the Department began to assist the National Film Society in the distribution of their films, which were on deposit with
the Vancouver School Board.) The Department, under this new arrangement with the Bureau, (which was absorbed by the National Film Board in 1942) received all the new releases from the federal agency.

In the winter of 1942, a further development in the relationship with the Film Board took place which provided the basis for future growth. Dr. Shrum reported to the President on this matter as follows:

The Department has co-operated with the National Film Board and the Canadian Council of Education for Citizenship in arranging monthly showings of educational films in rural communities which are not served by commercial theaters. Monthly visits have been made to the communities selected and films of an educational and topical nature, many dealing with Canada's role in the war, have been shown in the afternoon to the schools and in the evening to the general public. In co-operation with the Film Board, the Department arranged a circuit of twenty-five communities in the Okanagan area in January, 1942. Each month in the period, February to June, some 7500 to 8000 people attended the showings.

In July, the Film Board asked the Department of University Extension to organize and supervise three additional film circuits in British Columbia. Circuits were subsequently organized as follows:

Circuit No. 1 - Lower Mainland and Vancouver Island
Circuit No. 2 - Okanagan Valley
Circuit No. 4 - Kootenay District.

Plans were also laid for the organization of Circuit No. 3 in the Prince George area.

The film showings have been found to be a very useful medium for interesting rural communities in the Department's adult education services. This last point was an important one. In addition to making possible a greatly enlarged film service, the new circuits provided a means for the Department to bring its total services to the attention of the people of the province. The following year, the Department reported that five circuits were operating and that approximately 18,000 persons per month were viewing films on the circuits alone.
Under the Agreement signed by the University with the National Film Board in connection with this work, the Department's responsibilities were as follows:

1. To assist in the organization and supervision of the Board's rural circuits in British Columbia.

2. To provide office space and facilities, library space and facilities, stenographic and clerical assistance and telephone service necessary in the administration of the rural circuits in British Columbia.

3. To co-ordinate circulation of the Board's films between N.F.B. field staff, supplementary circuits, self-operating circuits and film depots throughout British Columbia.  

In return, the Board agreed to pay the Department $30.00 per month and to pay the travelling expenses incurred in the supervision of the circuits.

In 1944-45, the number of circuits was increased to six and it was found that way information films were receiving less attention and there was increased use of subjects "which could be related to specific community interests." Two other substantial demands which had been made on the service during the period in addition to circulation to the general public in Greater Vancouver were the shipment of films for use at the Youth Training rural schools (until they were discontinued) and the provision of service to faculty in connection with the increasing use of films in the classroom.

During the first six years after the war, the most important development was the creation of local Film Councils in many centers in the province and of the B.C. Co-operative Film Library Exchange which served them and for which the Department acted as the co-ordinating agent. It was a plan whereby approximately fifteen films at a time were placed on deposit with a local "Council," which retained and managed their use for two months. The films were then exchanged with the deposit at another center. In that way
any one council would have the use of approximately ninety films per year. The plan began in October of 1945 and was actively promoted by the fieldmen of the National Film Board (N.F.B.). In the next five years the membership grew to thirty-five councils which in the year 1950-51 presented 5,753 showings to total audiences of "more than 374,000."  

Two main methods were developed to provide stimulation and assistance to the councils over and above what was provided by the Film Board fieldmen. The first of these was a monthly Newsletter which was co-sponsored by Extension and the N.F.B. and which appeared for the first time in December, 1946. The other technique was the regional conference or workshop for officers of local film councils. These were begun in 1946-47 and each year thereafter approximately five were held. A leading part in these conferences and in the whole development of the service was played by Mr. Norman Barton, who had become head of the audio-visual services in 1944 and remained in that position throughout the balance of the period under review in this study.

There was a close relationship between the film council activity and the rural film circuits for which the Department continued to serve as regional agent. In both cases the Department and the N.F.B. fieldmen, whom it supervised, worked closely together. During 1945-46, means were found to assist the fieldmen in their work.

Owing to the increasing emphasis on adult education in the Film Board program, the field representatives were called in periodically to attend conferences at the University. In informal sessions, they learned something of the techniques of community organization, acquired practice in public speaking, became more fully aware of the facilities available to the people in their territory through the University Extension Department, and met with government officials and others whose interest and experience had a bearing on their work.
The film circuit activity expanded beyond the six main circuits described above. In 1946-47, four "auxiliary circuits" were established and in succeeding years others were added. They were divided into "supplementary" circuits and "self-operating" ones, depending upon the amount of outside supervision they required. By 1950-51, there were thirty-two of these additional circuits.

The Extension Department gave strong leadership to the community film council movement. In August of 1947, Mr. Boroughs was invited to Banff to take part as a leader in a regional N.F.B. field conference held there. On subsequent occasions, Mr. Boroughs devoted a great deal of time to film council activities. It was Mr. Barton, of course, who had the closest contact of anyone in the Department with this work and who administered the day-to-day activities related to it. An examination of the files for the period reveals not only a tremendous body of administrative detail for which he was responsible, but also his initiative in promoting local conferences and educational opportunities for the fieldmen. One recognition of his role in this development came when he represented the B.C. Federation of Film Councils (which he helped to form) at the founding conference of the Canadian Federation of Film Councils in the spring of 1950 and was named one of its directors. Dr. Shrum was assured by the National Film Board that U.B.C. had "consistently contributed more to the training of our field staff than any other institution in Canada."

The general activities of the audio-visual section, over and above those associated with the N.F.B., increased in variety and volume during this period too. The use of films by faculty for teaching purposes increased greatly and much time was spent in securing film for this purpose from
elsewhere and in arranging previews of such material prior to use or purchase. Film circulation continued to rise but lantern slide circulation dropped off to the point that in 1950-51, for the first time, it was not shown as a separate figure in the annual report. The photography shop continued to grow during this period, 1,000 slides, 3,200 photostats, 1,100 photographs and 6,700 prints having been produced in 1950-51.

The Department was interested in more than merely increasing the circulation of audio-visual materials. It was active in efforts to promote the better use of these materials and, especially in the case of the moving picture, to promote its acceptance as an art form. The Newsletter to film councils, the provincial and regional conferences of N.F.B. field staff and film council representatives, local visits and many other means were used to promote the better use of films. The annual reports of the Department repeatedly stressed this side of the section's activities. A noteworthy aspect of this effort was the creation, beginning in 1947, of discussion kits to accompany certain films. To promote better use of film, special courses on film utilization were given during 1949-50 in Victoria and Mission.

The last four years of the period, 1951-52 to 1954-55, were ones largely of consolidation and development of activities already established. There was further development of film utilization courses, further specialization in the industrial field and the beginnings of concern about the use of television.

The Department continued its association with the N.F.B. along the same lines as before with the major exception that the direct supervision of the fieldmen in B.C. was taken over by the N.F.B. regional office in Vancouver.
Extension provided service for the rural film circuits as well as the local Film Councils, of which there were still thirty-six during 1954-55. Film and filmstrip circulation remained at approximately the same level throughout the period, with a slight increase in the last year. The Department became the provincial center for both civil defence and United Nations films during this period also. Mr. Barton served as secretary of the committee on Audio-Visual Aids to Education which was created by the University in 1952.

Mr. Barton continued to put great emphasis on local and regional film council conferences. He also developed specialized courses on film utilization. In 1952-53 he conducted two audio-visual aids training courses on "Films and Sales Training" and "Film Supervisory Training." He was largely responsible for the re-organization in 1952 of the Industrial Film Council, an organization which brought together representatives of businesses and industrial concerns which were particularly interested in the use of films. The Extension Department became the headquarters of the organization and was responsible for both arranging its conferences and procuring business and industrial films for the member organizations.

The audio-visual section took steps during these years to keep pace with the changing technology in the field. Plans for a library of tape recorded material were discussed. Early in 1954, a brief survey was conducted of the use of television by universities. Mr. Barton helped to organize a Television Workshop held in September of 1954 and became a member of the "Committee for Community Television" which was set up at that time. The committee met frequently and acted as a resource center for information about television. At the request of the Canadian Universities' Film Council (of the National Conference of Canadian Universities), the Extension Department prepared a
A comprehensive directory of film sources from which films could be obtained for classroom use, which appeared in 1952.

The audio-visual section of the Department handled a very substantial body of administrative detail with great efficiency and was also creative in the development of new services and program. Its association with the National Film Board involved a large burden of work but also made it possible to build up the largest and most comprehensive library of materials in British Columbia and to reach a large number of groups and individuals throughout the province. No doubt more British Columbians were served by this section than by any other in the Department. Mr. Chatwin, Mr. Barton and their colleagues provided a service for both community and campus which was of a high order.

3. Extension Library

The Extension Library was one of the few extension services which existed before the Department was created. A number of books were purchased in connection with the "emergency program" and distributed to local study groups during that year. Mr. England re-classified the collection and during his year in the Department was in active liaison with other organizations providing service, such as the Provincial Library, the Vancouver Public Library and the Fraser Valley Regional Library as well as with Mr. Ridington, the University Librarian. In his annual report he stated that there were "upwards of 1,000 volumes" in the library and that arrangements for beginning general service had been agreed upon with Mr. Ridington. "As a general policy," he stated, "it is felt that the Extension Library should not be made to serve individuals but should confine itself to study groups."
Dr. Shrum did not restrict the use of the service to members of study groups but nevertheless during the first few years of his time as Director, circulation was predominantly to members of the Play-Lending Library and other group activities. In 1939-40, three quarters of the total circulation was to the play-lending groups which Miss Somerset had fostered so energetically. (See Table X for circulation figures.) It was not until 1944-45 that for the first time circulation to individuals exceeded that to the drama groups. By that year too, fiction became the most used part of the collection. During this period borrowers who were not already registered in other Extension courses paid one dollar annually for the use of the service, could keep the books for two weeks (changed to three weeks during the war) and were required to pay postage on the packages one way. They had call on books in the main library collection for special purposes. The service was provided jointly by the University Library and the Extension Department. The former paid the staff (which was full-time beginning in 1941-42) housed the collection and bought most of the books. The Extension Department published the catalogues and paid the postage charges out of the membership fees it collected.

In the ten years after the war, the circulation in the library almost trebled. The fee for the service was raised to two dollars but the Department paid the postage both ways. A new service was inaugurated in 1948. Up until that time, the titles of some of the books which had been added to the collection were listed in the monthly Extension News Sheet. Beginning with the May issue of 1948 a separate "Extension Library Supplement" was mailed with the News Sheet, making it possible to provide much more information about the service than had previously been the case. Periodically, lists on special
<table>
<thead>
<tr>
<th>Registered Borrowers</th>
<th>Circulated to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individual</td>
</tr>
<tr>
<td>1935-36</td>
<td>-</td>
</tr>
<tr>
<td>1936-37</td>
<td>-</td>
</tr>
<tr>
<td>1937-38</td>
<td>-</td>
</tr>
<tr>
<td>1938-39</td>
<td>82</td>
</tr>
<tr>
<td>1939-40</td>
<td>-</td>
</tr>
<tr>
<td>1940-41</td>
<td>-</td>
</tr>
<tr>
<td>1941-42</td>
<td>82</td>
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<td>1942-43</td>
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</tr>
<tr>
<td>1952-53</td>
<td>912</td>
</tr>
<tr>
<td>1953-54</td>
<td>640</td>
</tr>
<tr>
<td>1954-55</td>
<td>550</td>
</tr>
</tbody>
</table>
subjects ("basic lists") were prepared for readers interested in particular fields.

By the early 1950's, there was a change in the reading habits of the borrowers. Fiction was replaced by current affairs, travel and biography as the most popular categories. There was also an increasing tendency for many of the readers to leave the choice of books to the librarian, who for most of this period was Miss Edith Stewart. They would let her know the fields in which they were most interested and leave the selection to her. This development took place largely because of the skill and understanding with which Miss Stewart performed her duties as well as the knowledge of the collection which she built up over the years to an unusual degree. Hundreds of letters praising the service were received and gifts to the library of books and cash were further evidence of the high regard for her services.

There were two significant changes in the service in the postwar period. The first was brought about by the decision in the spring of 1949 to offer correspondence credit courses under the supervision of the Extension Department. Supplementary readings for each course were placed in the Extension Library and students who registered were entitled to make use of them. By 1954-55, more than 1,100 books per year were mailed out to these students alone.

The most important change which took place, however, was the exclusion of residents of "Vancouver, University area, New Westminster and Victoria" from the use of the Extension Library in late 1952. In early May of that year, Mr. Neal Harlow, the University Librarian, wrote President MacKenzie describing the Extension Library service fully and suggesting that because citizens of Greater Vancouver and Victoria were served by excellent public libraries, the University's resources would be used to better advantage if
persons within those areas, who then made up a considerable percentage of the individual borrowers, were excluded from the Extension Library service. (Mr. Harlow did not propose to exclude persons living in those areas who were registered for an extension course or who were prevented by physical handicap from using the public library.) After due consultation with the Board and Senate, Mr. Harlow prepared a formal statement of the change of policy, which was approved by the Board in late July. Dr. Shrum did not agree with the principal changes which had been made and complained to Mr. Harlow that the Extension Department had not been consulted. Further discussions on the matter made minor adjustments to the policy but left the major change intact. In spite of this restriction, however, the total circulation of books remained approximately the same the following year.

The Extension Library continued on the new basis throughout the rest of the period under review. This service made a contribution over the years both as a support to other extension programs and also as a regular library service for many British Columbians whose needs were not fully met by local libraries.

4. Record Loan Service

Before the creation of the Extension Department, the University received as a gift from the Carnegie Corporation of New York a "Music Teaching Set for Colleges." In the program for the inaugural recital of recordings from the set, it was described as follows:

The Set contains nearly 1,000 recordings, some, like the songs of the British Columbia Indians, specially ordered - and spans the wide arc from the aboriginal chant to the most complex of modern orchestrations. In the field of religious music, the records illustrate the development from the Plain Song, the Gregorian Chant, and the Chorale, to the great Masses and Oratorios. The secular music available ranges from the Folk
Song to the Symphony. Solo instruments are well represented by reproductions of great artists, while many selections of Chamber Music, and of medieval and modern orchestral works, are included. In vocal music there are solos and madrigals, glee, part songs, and choruses, and extensive excerpts from the great operas. 33

Mr. England was the secretary of the University committee which administered the use of these recordings and after he left Dr. Shrum assumed the same responsibility. Up until January of 1941, the use of the set was restricted to broadcasting, classroom instruction, and concerts to audiences of students and the general public. The set was under the supervision of R.J. Lanning of the library staff and the catalogue was kept up to date by the cataloguing division.

In November of 1940, it was decided to make the recordings, except for a few which were felt to be irreplaceable, available for loan to individual students and to registered music appreciation groups through the Extension Department. The supervision of the collection remained in the hands of Mr. Lanning. A catalogue for Extension borrowers was published in January, 1941. In addition to the records in the Carnegie set, it listed a number of others, such as dialect records and readings from Shakespeare, which the Extension Department purchased out of its own funds. The regulations for the service stated that:

*This is primarily a service for groups, although applications from individuals will be accepted, and if circumstances permit, loan privileges may be extended to them.* 35

The catalogue pointed out that this was "an experimental service" and that its continuation depended upon the care with which the records were handled by the borrowers. The minutes and report of the Committee to Take Charge of the Carnegie Music Set, as it was called, revealed some fears about the fate
of the recordings in such a mail loan service. The first report on the new service indicated that the fears were justified, quite a number of records having been damaged before stronger shipping crates were used. The Extension Department's annual report for 1940-41 announced the inauguration of the service and stated that "as far as is known, this service is the only one of its kind in Canada."

Up until the fall of 1948, the policy was maintained of lending recordings to groups and not to individuals. The registered study groups followed no prescribed course of studies. They simply determined among themselves what kind of music they wanted to hear, paid their fee to the Record Loan Service, and requested (usually) fortnightly mailings of recordings. In many cases they also joined the Extension Library and read books about the field of music they were studying.

As can be seen from Table XI, the number of registered music groups rose rapidly until the late war years, as did the circulation of recordings. Part of the reason for the latter was the very substantial service which was being extended to military bases in the province. A half-time clerk was appointed by the Library in September of 1943 to look after the rapidly expanding service. Although the Extension Department continued to add recordings to the original set, the record library was hard pressed to keep up with the demand.

The number of registered music groups and the total circulation from the Record Library declined after the war. Circulation reached a low of 2,814 in 1947-48. During the summer of 1948, Dr. Shrum and W.K. Lamb, the University Librarian, discussed the possibility of opening membership in the Record Loan to individuals as well as groups. In November, Mr. Lamb wrote
### Extension Record Loan Service 1941 to 1955

<table>
<thead>
<tr>
<th>Year</th>
<th>Borrowers</th>
<th>Circulation$\textsuperscript{1}$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Registered Groups</td>
<td>Individuals</td>
</tr>
<tr>
<td>1941-42</td>
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</tr>
<tr>
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<td>37</td>
<td>-</td>
</tr>
<tr>
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<td>-</td>
</tr>
<tr>
<td>1944-45</td>
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<tr>
<td>1945-46</td>
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<td>1947-48</td>
<td>81</td>
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<tr>
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<td>98</td>
<td>147</td>
</tr>
<tr>
<td>1953-54</td>
<td>364</td>
<td></td>
</tr>
<tr>
<td>1954-55</td>
<td>407</td>
<td></td>
</tr>
</tbody>
</table>

$\textsuperscript{1}$: No circulation figure available for 1950-51.
Dr. Shrum summarizing the points they had agreed upon. The Extension Department was to supply $300 for additions to the main record collection (in the library), to provide assistance to the record librarian and additional mailing containers if the increased demand required them. Mr. Lamb said he was "a little fearful" that the facilities for handling the service would be "swamped" by record borrowers. The News Sheet which was published in that same month announced that for a trial period, November to March, individual borrowers were invited to register for the Record Loan Service. The article expressed the hope that the loan service would continue permanently on the new basis and in the end this was the decision that was made.

In the meantime, the University Library was finding it an increasingly difficult task to look after the recordings over and above its other duties. In April, 1949, the decision was made that in the interests of economy, and initially as a temporary measure, responsibility for administering the service would be transferred to the Extension Department. Miss Ruth Asson, who had been looking after the Record Loan in the Library, was transferred, along with the collection itself, to the Extension Library, her salary to be paid by Extension. The fee for the service was at the same time increased from one to two dollars per year. In acquiring the Record Loan Service, the Extension Department also assumed the responsibility of administering the very active loan service which had been available to University students since 1941 and had been operated in the Library as a part of the duties of the person in charge of the Carnegie Music Set. The story of that service does not form a part of this study, but the circulation in the student loan at that time was several times larger than that to Extension borrowers.
Circulation for the ensuing year registered another slight decline but thereafter began to increase. In the fall of 1951 it was decided to begin converting the record library from 78 r.p.m. to 33-1/3 r.p.m. Long Play recordings. (This should be kept in mind in interpreting the circulation figures for 1951-52 and subsequent years.) As the service converted to the new type of recording, the problem which had been with it from the beginning - of not having enough recordings to meet the demand - became particularly acute. The annual reports for 1952-53 and the following year stated that the Department was not encouraging any great increase in the demands on the service because there were not sufficient recordings to meet them. The fee was raised again in the fall of 1954 in order to provide more money for record purchases.

By 1955, the Record Loan Service had successfully made the change to the new type of recording and was experiencing a rapid expansion. Even in a period when recordings were relatively inexpensive and sales were high, there seemed to be a need for a service of this kind for those who enjoyed good music.

In the nineteen years between 1936 and 1955, the audio-visual and library services of the Department were developed vigorously and provided effective service to all parts of British Columbia. The audio-visual section, as a result of the relationship established with the National Film Board, expanded particularly rapidly. Radio broadcasting from the campus, which had begun so promisingly in the early years, fell a victim to technical difficulties.
CHAPTER VIII

FOOTNOTES

1. Brochure in Extension files.


5. See Minutes, Board of Governors, 25 Oct., 1937. Dr. Shrum also succeeded his predecessor as chairman of the Radio Advisory Committee.

6. Later became the Chemistry Building.


10. See Corbett, E.A., We Have With Us Tonight, pp. 23-24, 48-49.


14. He left in 1943. See letter (7 June, 1956) L.W. Chatwin to author.


16. Extension Department Interim Report No. 6 (Mar. and April, 1939). The National Film Board was created in 1939 and until 1942 was an advisory body to the Bureau, which did the actual productions. In 1942 the Board took over the functions of the Bureau as well.


18. A.R. 1941-42.


24. Letter (21 Sept., 1948) L.W. Chatwin (then Co-ordinator of Canadian Non-Theatrical Distribution, Ottawa) to Dr. Shrum.

25. See Chapter III.

26. A.R. 1936-37. It also stated that $30.00 per month was being paid by Extension for the part-time services of Miss Joan Fannin of the Library staff for her work in the Extension Library.

27. See especially A.R. 1954-55 and excerpts from letters sent on occasion to Dr. Shrum and Dr. Friesen by Miss Stewart. In Extension files.

28. Statement of agreement on the changes sent to Dr. Shrum by Mr. Harlow on 21 Nov., 1952.

29. Copy of letter (2 May, 1952) in Extension files.


32. These changes left undisturbed the right of persons to become Extra-Mural Readers of the main Library. During the last few years under review there were an average of 370 Extra-Mural Readers per year.


34. Miss Somerset believes that it was Mr. Robert McKenzie of the Extension Department staff who first suggested offering this service.


39. Letter (17 Nov., 1948) Mr. Lamb to Dr. Shrum.

FOOTNOTES (continued)

41. It had been in the Fine Arts Room of the Library and before that in the Librarian's office.

42. This information taken from letters (18 April, 1949) Miss Anne Smith, Acting Librarian to Dr. Shrum and the latter's reply (20 April, 1949) and from an interview with Mrs. Robert Fortune (formerly Miss Asson).

43. In 1949-50, for instance, Extension circulation was 3,099 and to students it was 12,416.
When Robert England was appointed Director of the newly established Department of University Extension in 1936, he had already earned a national reputation in the adult education field. It was based on pioneering work in the integration of newcomers which he and Mrs. England had led in a small Ukrainian settlement in Northern Saskatchewan while he was teaching school there and on the "Community Progress Competitions" which he fostered in non-English communities in Western Canada in his capacity as western manager of the Department of Agriculture and Colonization of the Canadian National Railway. He took a particularly keen interest in the welfare of immigrant groups, "especially in ... the Peace River and central British Columbia." At the time of Mr. England's appointment he was President of the Manitoba Adult Education Association and in that capacity had chaired the first adult education conference which had been held in Winnipeg. Both daily newspapers in Winnipeg published editorials commenting on Mr. England's departure from that city and wishing him well in his work in British Columbia.

There were at this time, in addition to the adult education activities being conducted by U.B.C., a number of programs and services available under other auspices. It should be kept in mind, of course, that the population of the province was much smaller at that time than today, a factor which affected the number of people available to take part in programs and in some cases, therefore, the financial feasibility of offering them. By the mid-thirties there were approximately 700,000 people in British Columbia and during that
decade the rate of growth of the province's population, although greater than that of any other province, was nevertheless slower than in any other decade since Confederation. The outstanding fact about the economy of the province, of course, was the effect of the depression.

In the field of adult education, it was programs based on government subsidies, which had come about largely as a response to the depression, that were experiencing the greatest growth at this time. In late 1934, the government of the province launched a recreation and physical education program which was the first of its kind in Canada and was designed to help offset the enforced idleness of unemployment which was so widespread. In 1935 the Apprenticeship Act was passed in B.C. and that provided form and financial support for an increasing amount of adult education. During the mid and late-thirties an increasing measure of federal support for vocational education became available. Of special interest to U.B.C., as it turned out, was the Dominion-Provincial Youth Training Act which was aimed at training young people from eighteen to thirty years of age for gainful employment.

In spite of increasing governmental support for the adult education programs of local school boards (the provincial government had been sharing costs of some kinds of evening vocational work with local authorities since 1910), evening class enrollments in the province had decreased during the early thirties.

<table>
<thead>
<tr>
<th></th>
<th>no. of enrollments</th>
<th>no. of centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930-31</td>
<td>7179</td>
<td>43</td>
</tr>
<tr>
<td>1931-32</td>
<td>6269</td>
<td>41</td>
</tr>
<tr>
<td>1932-33</td>
<td>4600</td>
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<td>1933-34</td>
<td>5754</td>
<td>40</td>
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<tr>
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<td>5100</td>
<td>36</td>
</tr>
<tr>
<td>1935-36</td>
<td>5526</td>
<td>32</td>
</tr>
</tbody>
</table>
On the other hand, the correspondence course division of the Department of Education was enlarging its role at this time.

Public agencies provided several other types of educational opportunities for adults. The Department of Agriculture maintained a staff of district representatives, travelling commissioners and inspectors and provided pamphlets and informational broadcasts. It also made grants to the more than 200 Farmers' Institutes in support of their educational activities. Public health personnel provided classes in parental care, infant welfare, pre-school education as well as special classes for the aging. In 1933, seventy-two clinics were held by travelling teams which provided service to 11,717 persons. The St. John Ambulance Association gave instruction to well in excess of 10,000 persons per year in Vancouver alone. Other organizations such as museums, the Vancouver Art Gallery (opened in 1932) and the Vancouver School of Decorative and Applied Art were also providing service. But perhaps the most remarkable development during this period was that of the regional library system in the Fraser Valley with the aid of funds from the Carnegie Corporation and under the leadership of Miss Helen Stewart. In addition, there were six other public libraries in the province, an "open shelf" collection in Victoria and an extensive system of travelling sets of books. The Vancouver Public Library sponsored series of evening lectures on literary topics.

Private and voluntary organizations were also active in adult education. In the arts, there were several regional music festivals each year and the B.C. Drama Festival had more than fifty affiliated drama groups in the province. The Women's Institutes provided short courses in such subjects as home nursing, home economics, crafts and interior decoration for its members. Handicraft activity was increasing gradually. The Y.M.C.A. offered informal lecture and
discussion courses as part of its program. Other isolated efforts included the "Chilliwack Economics Forum," a discussion forum on economic and social topics which was strongly supported by the regional library services in the area. "Self-Help" groups which provided assistance in the form of free cloth and clothing and instruction in dressmaking, tailoring and general sewing, as well as drama groups and other creative activities, were a co-operative effort of voluntary organizations, such as the Vancouver Council of Women, and public relief services. The Parent-Teacher Association conducted short courses, study groups and evening classes for adults.

Before coming to British Columbia, Mr. England spent the summer of 1936 surveying adult education in North America, the United Kingdom and the Scandinavian countries. In a series of letters written from London he reported to President Klinck on his travels and commented on the philosophy and organization of adult education, the range of techniques being used and the aims of the various organizations and institutions in the field. The letters demonstrated what his earlier work in adult education had made clear, a keen interest in the utilization of the full range of methods in the field. He was particularly interested in the use of radio, the various forms of the discussion method and the Danish folk school.

When he arrived at the University in early September, Mr. England faced a delicate situation. There still remained strong feelings on the part of some faculty members over the issues which had been involved in the inquiry into the University's affairs in the early thirties. The Faculty of Agriculture, which had in many respects been at the center of the controversy, was also the one which had had the most experience with extension work and had probably done more than any other to bring about the creation of the new Department.
Too close an identification of the new extension program with the interests of that Faculty, therefore, would have been prejudicial to securing the full co-operation of other sections of the campus. Mr. England has summed the situation up this way:

Note the difficult situation. Salaries cut, a staff in which sides had been taken over the Faculty of Agriculture, the aftermath of attack on the President, the hostility of the Minister of Education and many business people ... to the expenses of U.B.C.

It was not without significance, therefore, that when Mr. England arrived on the campus he found that his office was located in the Agriculture Building. This was partly offset, however, by the fact that he was given a nominal appointment as associate professor of economics, thus strengthening his connection with the Faculty of Arts and Science.

Mr. England's appointment as a member of faculty and not simply as an administrative officer had other significance as well. It writing Mr. England to congratulate him on his appointment, President Klinck pointed out that he had been given faculty rank. He went on,

In principle this meets the main object I think you had in mind when you and I discussed the question of professional connection and status.

Mr. England has recently stressed the significance of this aspect of his appointment this way:

When I agreed to try to establish the Extension Department at U.B.C., I knew the risk of its becoming simply a public relations department, without academic roots or philosophy, lacking continuity in its courses and approach - its head without status as a faculty member, a popularizer and poor relation of the distinguished scholars and scientists about him ....

He went on to say that his nominal appointment in economics was a response to these dangers.

That the public were interested in the creation of the new Department was indicated by the fact that the Vancouver Province ran an editorial on the
subject at the time of the new Director's appointment. It congratulated the University for taking up adult education "in a practical way." It said that this new step would help to overcome the criticism of the institution which "was even heard in the Legislature last session" that U.B.C. had been "too much the University of Vancouver." Nevertheless, the editorial closed by calling upon the University, in its new work, not to forget the "good many under-privileged people in Vancouver" in its efforts to take U.B.C. to the province.

The University Calendar, which for two years had made no mention of extension activity, included the following paragraph in 1936-37 under the heading "Department of University Extension."

The University has carried on a limited amount of extension work since 1918. During the past year, a systematic attempt was made to serve as far as possible the entire Province. This enlarged program was made possible by the generosity of the Carnegie Corporation of New York. About five hundred lectures were provided in the season from October to April. At the beginning of the present academic year the continuance of this service to the public was assured through the creation of a Department of University Extension.

Mr. England remained in his new post as Director of the Extension Department for only one year. His chief accomplishments and preoccupations during that period were: the establishment of the "University idea" of Extension, and of the general intellectual level of activity; the inauguration of a number of new programs; the establishment of administrative and budgetary policies for the Department; the working out of satisfactory relationships with related Departments of Government and with a number of community organizations; and the introduction of new adult education techniques.

When Mr. England took up his duties, he had the responsibility of creating a new program and new relationships, both on the campus and off. He
was given no directive or formal terms of reference for the new department. He proceeded on the basis of his previous experience (including his observ-
vation of other extension programs), his consultation with President Klinck
and other university persons and his assessment of both the needs of the
community and the proper role of the University in adult education. His view
of the situation is revealed, to some extent, in a brief memorandum he prepared
approximately a month after his arrival. In it he pointed out that although
the Extension Department was new to U.B.C., such activities had long been
established at other Canadian universities. He acknowledged the work of a
number of other agencies, public and private, already active in the field in
British Columbia. He stated that evening classes and extension lectures were
already being planned for the coming months. He concluded:

Questions of study-groups, training of leaders, visual education, the
relationship to the radio, short course work, workers classes and the
placing of the results of research in assimilable form at the disposal
of the producers of the Province, will call for continuous study and
attention.16

One of the most important tasks facing the new Director was that of
enlisting the support and participation of a broad cross-section of the
University faculty. In doing so, he had to avoid being involved, in as much
as possible, in the serious dispute between factions on the campus which
centered around both the Faculty of Agriculture, in whose building his office
was located, and the President, to whom he was directly responsible. The
fact that his academic appointment was in economics was some help in bridging
the gap. More important, however, was the care with which he established
working relationships with all faculties and departments. F.M. Clement, then
Dean of the Faculty of Agriculture, has described Mr. England's accomplishment
as one by which he established the "University idea" of extension rather than
the former individual faculty approach, of which Agriculture had been perhaps
the leading example. It was important to Mr. England that the Hon. G.M. Weir,
the Minister of Education (who had known Mr. England's work on the Prairies)
was known to be an enthusiastic supporter of his extension activity. Mr.
England secured a gratifying degree of support from the President, the Board
of Governors, the Deans and the Faculty.

The other key aspect of relations with the faculty involved satisfying
them that the Extension program would have solid educational value and would
not be simply a popularizer of subjects or entertainment for the public. This
involved convincing those who needed convincing that adult education was a
legitimate function of the University. In this connection Mr. England attached
considerable importance to his address entitled "The Threat to Disinterested
Education: A Challenge," which he delivered to the Vancouver Institute on
23 January, 1937. In it, he stressed the importance to the welfare of the
democratic societies that as many as possible of its citizens be equipped to
think and act independently and well. He went on to point out the crucial
role which the resources available at the University, especially its faculty,
should play in providing that kind of education for interested adults. This
was especially true at a time when as a result of depressed economic conditions,
certain segments of the population at home and abroad were endorsing radical
solutions (of the political right and left) to their national problems. Mr.
England described the sorts of things the University, through Extension, could
properly contribute to the education of adults. He summed up:

The University should cater to lovers of the arts, seekers for a design
for living and searchers for unimpeded exercise of their intellectual
powers, and above all, it should be true to the spirit of disinterested
education.
Mr. England recalls no serious questioning at that time of the need for the University to be engaged in this work. He feels that there may have been some apprehension before he arrived about the academic standards of the Extension work, but he received no query along those lines during his year at the University.

The Director's main responsibility was, of course, to launch an Extension program. Mr. England's concept of the University's role in adult education could in general terms be described as liberal education for adults. His interpretation of what that included was broad and went beyond the traditional liberal arts subjects. He spoke to this point in his Vancouver Institute address. "Disinterested Education," the term he used on that occasion for the University's adult education program,

is any form of purposeful continuous activity, tending to lend dignity to human life, engaged in from choice, and in the main by those responsible for their own economic future, unbribed by offer or promise of material reward or advantage. Such a definition refuses to accept any dichotomy between technical and cultural studies or between leisure and work.

In an article written in the spring of the same year, he stated:

Sometimes the word "education" scares a great many people, but it is gradually becoming clear that unless our interests are vital and significant, our lives are cramped. Education is a form of emancipation from prejudice, narrow views and hasty generalization.

His role in the development of extension services was in seven main fields. He continued the lectures program with the assistance of the remaining Carnegie grant funds, encouraging groups using the service to plan series of lectures rather than single, isolated ones. He was "a great believer in the study group," and in keeping with his conviction that the University's role was to train leaders for such groups, organized a successful study leader's course in co-operation with the Parent-Teacher Federation. In the
field of agriculture, consultations between the Faculty and the provincial Department were encouraged and in the latter part of the year modest co-operative ventures were tried. The fine arts was a field in which Mr. England was greatly interested and during the year he established liaison with public and private agencies, organized a series of lectures on the campus on music appreciation and arranged for a weekend short course on drama to be offered in Invermere. Five evening classes were offered which had a total attendance of almost 400 persons. Mr. England felt that the use of the radio was of great potential importance for adult education and during the year he was not only in active liaison with the National Radio Commission (the predecessor of the C.B.C.) and was named chairman of its regional Radio Advisory Council, but also organized a radio lecture series and opened negotiations for connecting the University by line with the local C.B.C. station so that broadcasts could originate on the campus. Finally, he began to organize the Extension library and audio-visual aids in the belief that their main usefulness would be in support of study group activity.

Of particular importance to the future development of the Department was the establishment of working relationships with the administration of the University and of administrative policies and practices for the Extension Department itself. Mr. England was anxious to have a high degree of flexibility and freedom to experiment during this early stage. He had been strongly advised by other extension workers that he should be responsible directly to the President of the University rather than to any of the individual Deans or to a strictly academic body such as the Senate. Mr. England found that this was entirely in accord with President Klinck's thinking. His practice was to take policy questions to the President for advice or a ruling. In this way,
procedures and lines of authority were established which by and large were the pattern followed by his successors. Mr. England found President Klinck most understanding and a strong supporter of the program.

I discussed with [the] President and got his O.K. He backed every project and never vetoed any ideas.\textsuperscript{27} That kind of consultation was typical of the way most policies for extension work were established over the years. Its establishment on a satisfactory basis during the first year undoubtedly was of great influence on future practice. Such a policy created opportunity for initiative and freedom of action on the part of the Director of University Extension, very necessary conditions for operating successfully in the informal, non-credit field, and yet provided a source of guidance and protection when these were desired.

On occasion, policy questions arose which required a ruling by the Board of Governors or some other official group. An important example occurred soon after Mr. England's arrival. One of the first programs to be started by him was the evening class series. The question arose at once as to whether all fees which were collected should go into the central revenues of the University and separate expenditure appropriations be set up for paying lecturers and buying supplies or whether the fees should be held in an operating account and the expenses paid out of them during the year. The latter policy was decided upon in the case of the evening classes for 1936-37 and in his annual report Mr. England recommended that this policy be adopted for all aspects of the program. This is what was done. The Extension Department came to have two main sections of its budget. The first was the grant from the University, which covered staff salaries and certain other minor items. The second was made up of a number of separate operating accounts, such as
the one for evening classes. Not only was the Director of the Extension Department to administer the expenditures out of these separate accounts on his own initiative, but the understanding became established that he could use the net revenue from one of these accounts to cover the net deficit in another, always provided that there was no net deficit on the sum total of them all. Mr. England and President Klinck were in agreement on this policy question and thereby provided a sound basis for future development.

Mr. England was particularly effective in establishing relationships with a variety of agencies and organizations in the province. Mention has already been made of his efforts to bring about a closer relationship between the Provincial Department of Agriculture and the Faculty of Agriculture at the University. By the end of the year, some beneficial results were being achieved. Particularly close contact was maintained with the Minister of Education and officials of his Department, including Major Bullock-Webster, the Drama Supervisor, and Mr. John Kyle. The latter was the director of technical education and Chairman of the Extension and Adult Education Committee of which Mr. England was a member. Mr. England was vice president of the local National Film Society, a member of the adult education committee of the Vancouver Y.M.C.A., Secretary of the Vancouver Institute, and a member of the executive of the Vancouver Symphony Society. He had close contact with the Vancouver School Board and Public Library, the Parent-Teacher Federation, the British Columbia Library Association, the Folk Festival, the Women's Institutes, the League of Nations Society, the Vancouver Self-Help organization, the Canadian Institute of International Affairs and several others.

The Director gave considerable attention to new techniques and forms of service which were applicable to the work in British Columbia. His efforts
to make the most of the possibilities offered by radio have already been described. He was also greatly interested in moving pictures, which were becoming available for educational use at the time. His emphasis on the fine arts as an important part of the extension program was not typical of his counterparts in most other Canadian institutions. In some respects, Mr. England's most spectacular contribution in the field of new techniques was his introduction of the panel discussion to audiences in British Columbia.

After a year in his post as Director of the Department, Mr. England left to accept an important position in the business world. His resignation was received "with deep regret" by President Klinck. Knowing that he was leaving the University, Mr. England made use of his annual report to offer some suggestions and advice about the future development of the program. He stressed the importance of flexibility and freedom of movement to the Extension Director.

Since the director, in view of limited funds and staff, must continue to do the things which are best suited to his point of view, it is well that he should be given complete freedom to experiment. Furthermore, adult education takes its color from adult interests not always predictable. It will perhaps help if all non-credit courses of the University can be regarded as within the jurisdiction of the Extension Department.

Under the heading, "Content of University Extension," Mr. England went on to define the role of the University in adult education. He described the contributions which were being made by other agencies such as the Departments of Education and of Agriculture and the voluntary organizations. He added:

Obviously, in many of these fields, the director of extension will be asked to co-operate and lend aid and moral support, but the character of the services which the University can render is in a different category. The University is concerned with principles and it will find that demands upon the institution are made by the intelligent adult population interested in cultural pursuits, their relation to society and the problems of citizenship.
After reviewing Extension activities conducted in the Vancouver area, he then turned to what he referred to as the "Country Problem." His comments sum up the situation as it was then seen and state clearly the problem with which his successor dealt so effectively.

The variety of industries of British Columbia, the pioneer character of the scattered mining, fishing, lumbering and agricultural settlements, and the isolation of many communities presents the University with a very difficult problem in the matter of Extension activities. The cost of travel, the differences of climate, and the lack of institutions of higher learning in the outlying districts, lays a very heavy responsibility upon the Provincial University with its sole degree granting powers .... Heterogeneity of occupation makes approach from the purely vocational angle somewhat difficult, but it is clear that the Faculty of Agriculture, the Department of Metallurgy and Mining, the Forestry Department and the Department of Zoology, must be tied into any program. Travel and time taken in travel are serious obstacles .... It is clear then that visual aids, libraries and the radio must be developed if the territory is to be served.

In order to serve the parts of the province outside Greater Vancouver, Dr. Shrum was to endorse and implement many of the same suggestions which Mr. England put forward. He developed one device which Mr. England did not anticipate, however, the fieldman and field team employed by the Extension Department to travel around the province putting on courses.

The closing statement of his annual report expressed Mr. England's sense of conviction with respect to value of Extension work. It pointed out the importance of this activity not only to the province as a whole but also to the University itself. It is quoted here at some length because it probably expresses quite accurately the prevailing thinking about Extension, suggests something of the mood of the times and provides a closing summary of the views of the man who had given such able leadership to the Extension program in its first year of operations.
Extension activities are vital to the continuance of the University as a Provincial institution serving the whole Province. In this phase of the University's responsibilities there can be no substitute. Degree work may be taken elsewhere by students - a suggestion both repugnant and impractical - but no other University can carry on extension in this Province. If the Province of B.C. were deprived of the personnel of the teaching staff of its Provincial University, the loss to the Province would be incalculable. If, in the course of the next decade or two, there should occur a depression worse than the last, the extension services might well be a useful auxiliary to an army of Alumni in maintaining the integrity of the institution and the continuity of its work. Had the Extension service suggested above [in the body of the report] been in existence five years ago, it is probable that some restriction might have taken place with regard to these services, but it is certain that the attack on the University would have been pressed with less sureness by the opponents of the institution. The need for these services is obvious. The responsibility of the institution as the sole degree-granting body in the Province is clear. Though the handicaps are great, it is probable that the very character of the obstacles themselves may dictate limited objectives which in the end may be consistent with the true function of the University. As an independent and autonomous institution it is concerned with accumulating and disseminating knowledge and setting standards in such instant fashion as to mobilize the intellectual and ethical forces of the community. Neglect of the amateur and the ignoring of the layman would close doors to developing opportunities for the kind of service to the community that has its reward in a more vital culture in university class room and on campus.

It was from a background very different from Mr. England's that Dr. Shrum came to the Extension Department. He had received his doctorate in Physics from the University of Toronto and had done research work at that University and at the Corning Glass Works before joining the faculty of U.B.C. as assistant professor in 1925. His academic and professional experience had therefore been in the field of physics and he was teaching in the Physics Department of the University when it was suggested to him by President Klinck that he undertake the direction of the Extension Department. Unlike Mr. England, he had had little experience with adult education previously. He had been active with the Vancouver Institute, the Academy of Science and other organizations and had an interest in communicating ideas to non-academic people. So when it was suggested to him that he take over the Extension Department, he
was very much interested.

There were, however, other reasons why Dr. Shrum accepted the position. He was at the time third in seniority in the Physics Department and there was little money available with which to carry on scientific work. He therefore welcomed the opportunity to demonstrate his ability as an administrator in this new field. In addition to this, Dr. Shrum had a strong sense of the importance to society of what the University had to offer to the people of the province. These were difficult days of depression in which many people were looking for answers to the urgent problems facing society. There was therefore a sense of excitement and importance to extension work which attracted Dr. Shrum to it.

When Dr. Shrum accepted the position in the Extension Department he did not intend to remain in that post for more than a few years at most. Just before the war broke out, when he was called upon to accept other responsibilities in addition to Extension, Dr. Shrum made an effort to find a suitable replacement but was not successful in doing so. The matter was deferred in view of the shortage of manpower during the war emergency, and was not revived until the early 1950's.

Dr. Shrum was not for long able to devote the major part of his time and energy to the Extension Department. He became Commander of the University Contingent of the C.O.T.C. and as the threat and reality of war came upon the world, this activity took more and more of his attention. An even more drastic change in the situation came about in 1938 when T.C. Hebb, the Head of the Physics Department, died and Dr. Shrum was named his successor. From that point on, Dr. Shrum's direction of the Department was very much on a part-time basis. During the war, he became Chairman of the Canadian Legion
Educational Services. In 1943 he was appointed to the National Research Council and early in the following year was named Acting Head of the newly established B.C. Industrial and Scientific Research Council. Following the war, he played a leading role in the emergency measures which were taken to bring some hundreds of huts to the campus for classrooms, offices and housing and in 1948 a University Housing Authority was created and Dr. Shrum named Director. In the meantime, a new Physics Building had been built and he had devoted much time to organizing a program of doctoral studies in the Physics Department. Dr. Shrum decided in late 1952 that the volume of his other commitments was such that he should give up his responsibility for the Extension Department. He described his feelings and the reason for this change in a letter to the Director of the Canadian Association for Adult Education.

I can assure you that I have many regrets at giving up the extension work and I would not do it if there were not so many cold war pressures keeping me tied up with scientific matters.37

In taking up his responsibilities as Director of the Extension Department, Dr. Shrum was faced at once with the decision as to what kind of Extension program the University should have. Mr. England had made a beginning along the lines described above, but he had been at the University for only a year and the choice between the more conservative policy of the Eastern Canadian universities and the more "community based" one of Western Canada and the United States was largely in Dr. Shrum's hands. It would not have been surprising, considering the fact that he had lived and received his education in Eastern Canada, and did not have much experience in the field of adult education, if Dr. Shrum had chosen the more traditional pattern. That he did not is attributable mainly to his own view of what was needed by the people of the province as well as to the opinions of others on the governing bodies of the
University, especially President Klinck, and to the beginnings made by Mr.
England. The choice that he made was reflected in passages in several of his
annual reports. After his first year as Director, he stated the case for the
University offering a comprehensive extension service:

The speed with which human knowledge is accumulating makes it a matter of
paramount importance that the University - in addition to its concern with
valuable teaching and scholarly research - should devote a portion of its
energy to the dissemination of this knowledge. Thorndike says, "The
 provision of opportunities whereby adults can learn those things which they
are able to learn, and which it is for the common good that they should
learn, is a safe philanthropy and a productive investment for the nation.\textsuperscript{38}

He added to this several years later.

In 1936 when the Department of University Extension was established, adult
education was in its infancy. It is true that at that time certain univer-
sities already had well established extension departments but these were
mainly engaged in correspondence work for university credit. The Univer-
sity of British Columbia, partly because of the limited funds available
for the establishment of a new department, but more especially because of
its realization of an educational need, decided to align itself with the
new trend in adult education which advocated a more general cultural and
vocational training for the average adult.\textsuperscript{39}

The creation and direction of a broadly-conceived Extension service
with a great variety of activities serving far-flung communities was a task
for which Dr. Shrum was admirably suited. He gave imaginative and resourceful
leadership to the Department for sixteen years and transformed it from the
smallest and newest extension department in Canada in 1937 to the largest and
one of the best known in the country by the fall of 1953. Dr. Shrum had
several qualities which contributed to his success as the Director of the
Extension Department and which will have been obvious in the foregoing chapters.
These include his ability to administer effectively a complex program, to
select able people and get the best out of them, to determine in which areas
of the program resources could be found to make expansion possible, to
accomplish a great deal on very slender resources and to capitalize upon
initial successes.

During the first four years of Dr. Shrum's direction, from the fall of 1937 to that of 1941, the program of the Department expanded greatly and most of the services were established which were to be provided during subsequent years. Dr. Shrum visited a number of other Extension Departments, conducted active correspondence with leading figures in the adult education field and attended national and international adult education conferences in an attempt to gather suggestions for the lines of development of the program at U.B.C. The Carnegie grant had been exhausted, and the budget for Extension in 1937-38, including salaries, was $10,000. In order to expand the program beyond the limits made possible by this appropriation, Dr. Shrum sought other funds and materials available from outside sources. These arrangements included having the radio studio on the campus equipped by the C.B.C., becoming a "regional repository" of Film Board materials and launching both the Youth Training and fisheries programs out of grants made available by the two levels of government.

During this period the Department was expanded by the addition of Miss Somerset (drama and the fine arts), Mr. Chatwin (audio-visual), and after Dr. Shrum became Head of the Physics Department, an Assistant Director, Mr. Robert McKenzie, all of whom were on the regular staff of the Department. In addition, varying numbers (at times as many as thirteen) were employed on the Youth Training and fisheries programs.

The outstanding general characteristic of the Department's program during this period was the rapid development of services along several lines. Through the use of radio, local study groups, the Extension Library and record library, the educational program for fishermen, the Youth Training program,
the Summer School and other theatre services, and the rapid expansion of the audio-visual services, Dr. Shrum created within four years a program of major dimensions and one which in that short period gained an excellent national reputation. It is significant that not only was there remarkable expansion of the program in terms of the numbers served but that also by means of travelling staff, the use of radio, library and study group courses, the services were made available in large measure to the people beyond the Greater Vancouver area. All of this was accomplished with slim resources and with very few people. This was a most creative period in the life of the Department, involving as it did the establishment of new relationships and new policies in so many different areas and the determination of which services there were resources to support and which ones were needed in the community. The Youth Training program was perhaps the most imaginative and original development during the period and in the opinion of the outstanding historian of Canadian adult education was the most important single contribution to the field made by the University of British Columbia prior to 1955.

The period 1941 to 1945 was one of wartime conditions. There were several changes in the staff, including the prolonged leave of absence in the army of Mr. McKenzie and the addition in the summer of 1945 of an information officer responsible to both the President’s office and Dr. Shrum. An event of major significance to the Department and to the University as a whole took place in August of 1944 when Dr. N.A.M. MacKenzie became President of the University. President MacKenzie’s firm support of extension activities was to be an important factor in their future growth.

Some aspects of the Extension program were strikingly affected by the war. The Youth Training courses were suspended because of lack of demand and
the fisheries educational work was modified to adjust to changed conditions in the industry. The film and record library circulation rose sharply, the main reason being the need to supply materials to military personnel and installations in the province. The evening class and study group programs expanded greatly and both reflected wartime conditions in the subjects offered. Special courses for industry and for Air Force personnel were offered. Less directly connected with the war effort was the inauguration of two new programs at the national level - Farm Forum and Citizens' Forum - for which the Department had responsibility in British Columbia. A brochure published by the Extension Department in the last year of this period listed the services available under eight headings: the library; art and music (including the record loan); discussion group materials; radio forums; theatre; films; lectures and evening classes; and "special services," including the program for fishermen.

In his annual reports for the last two years of this period Dr. Shrum stressed the need for additional staff members who were specialists in agriculture, home economics and music.

The four years from September, 1945, to August, 1949, was a second period of rapid expansion in the staff and program of the Department, as it was for the University as a whole. The Department had gained some national attention before and during the war for its work in a few areas such as the Youth Training program, study groups, theatre and film services and the program for fishermen, but in the immediate post-war years it became more widely recognized as one of the most outstanding Extension Departments in the country.

One of the staff of the fisheries program, Mr. Douglas Clarke, left the Department during the summer of 1947 to join the staff of the Canadian Association for Adult Education. On his way East he visited all the provincial
universities along the way. He wrote Dr. Shrum a week after his arrival in Toronto.

I would like to tell you that as I visited other Extension Departments in the West, I became more and more impressed with the well-rounded program which you have worked out in Extension. I have not seen anything which can begin to compare with our Department. This expression did not come from an unbiased observer, by any means, but it was evidence of the new stature of the program in British Columbia. A further indication of this was that Dr. Shrum was for two years during this period (1947 to 1949) elected President of the Canadian Association for Adult Education.

Mr. Robert McKenzie decided not to return to the Department after his prolonged leave of absence. He was replaced as Assistant Director in July of 1946 by Mr. Robert Boroughs and a second Assistant Director, Mr. Kelvin Large, was added a year later. These two men shared the general administration of the Department and were responsible for program development in areas in which none of the other staff members specialized. Specialists in handicrafts, pre-school education and two each in home economics and agriculture were also added during this period. The staffs in audio-visual services (which included an expanded photographic section) and in the printing shop were enlarged.

As might be expected, the budget of the Department also expanded greatly at this time. Total annual expenditures rose from just under $50,000 in 1945-46 to almost $120,000 in 1948-49. Revenues from services rose from just over $18,000 to over $31,000.

Almost all aspects of the program as it had existed in the previous period were expanded during these four years and a number of new services were added. The Extension Library, record loan, evening classes and audio-visual services all expanded considerably. The annual grant for the fisheries
service was doubled to $10,000 during 1947, making possible an increase in both staff and program. The greatest expansion, however, took place in those areas for which additional staff had been acquired. In agriculture, the Youth Training School was revived and a number of evening classes and short courses were added as well. The home economics and handicrafts specialists conducted a large number of short courses in their fields, mostly in centers outside the Vancouver and Victoria areas. The Summer School of the Arts was revived and greatly enlarged and activities in several other fine arts fields were begun. The parent and pre-school education services were expanded and work in the field of group development and discussion leadership received greater emphasis. During the last few months of this period, arrangements were made to launch extra-sessional and correspondence credit courses under the administration of the Department. Significant programs in the fields of school construction and maintenance, community centers and recreation were also launched.

The four years beginning in September, 1949 and ending when Dr. Shrum gave up the direction of the Department in August of 1953, were years of continued growth in some aspects of the work, financial difficulties resulting from reductions in the budget in two successive years and, as a result, a slight reduction in the size of the staff. It may be seen as a time of consolidation and development after the previous period of rapid expansion.

Overall, revenues and expenditures for the Extension program continued to grow during the period. Revenues from services grew from almost $41,000 in 1949-50 to almost $57,000 in 1952-53. Expenditures rose from just over $117,000 (which was actually more than $2,000 less than the previous year) to just over $149,000 three years later. The University grant to the Department
for the fiscal year 1949-50 was reduced by twenty per cent from the estimates for the year. In submitting his revised estimates to the President, Dr. Shrum stated that it would be necessary to give notice to two members of the staff, an Assistant in Agriculture and the Information Officer. A further reduction in the grant was necessary the following year, but it was less severe and did not necessitate a reduction in the staff. These reductions were made necessary because enrollment at the University had declined sharply as the classes of veterans had completed their programs and revenues from student fees had therefore decreased. This situation was eased somewhat by the per capita grants which the Federal Government made available for the first time in the summer of 1951.

The only new position added to the staff during this period, that of art instructor, was filled in the fall of 1949. The other change which took place was that following the resignation of one of the Assistant Directors in early 1951, instead of appointing another one to take his place, Dr. Shrum decided to carry on with just one Assistant Director and appointed instead a more junior person to assist with general administrative and program responsibilities. The rate of turnover of the staff was high during this period, as it had been earlier.

Two questions having to do with the personnel of the Department came to the fore at this time. There was a feeling on the part of some deans and department heads, apparently, that they should have a larger voice in the selection of the staff member in Extension who administered programs in their academic fields. The result of discussions on this matter was contained in a letter from Dean S.N.F. Chant as Acting-President to Dr. Shrum in late May, 1950.
The Board of Governors at the meeting on 22 May considered the question of the relation of appointees in the Department of University Extension to other appointees in the University, particularly in the Department of Home Economics and the Faculty of Agriculture. It was agreed that you be asked to discuss relevant appointments in your Department with the heads of the corresponding departments in the faculties concerned.

The other question, which arose out of the rapid turnover of staff in the educational program for fishermen and the alleged leftist views of one of the fieldmen, was described in Chapter IV.

Certain areas of the program continued to expand during this period. The credit courses were just beginning in the fall of 1949 and during the following four years almost 1,500 students registered for them. The audio-visual, library and lecture services and programs in the field of parent education and the visual arts grew considerably. Work in agriculture, home economics and public affairs continued at a high level.

Three other developments during Dr. Shrum's period as Director of the Department should be mentioned. The first was the acquisition of new office space. There were three moves during these sixteen years. When the room in the Agriculture Building was converted into a radio studio in the fall of 1937, the Extension offices were moved to rooms "A" and "203" in the Science Building. During and after the war, expansion took place into rooms in the east end of the Auditorium Building and the basement of the Arts Building. The Department was brought together again in the spring of 1947 when it was relocated in spacious quarters (the "L" Huts) between the Library and the Physics Building, which was then under construction. The second development was that of providing conference facilities on the campus, particularly in the Youth Training Camp. In his annual report for 1947-48, Dr. Shrum mentioned that the Learned Societies had met at U.B.C. in the spring of 1948 and that campus facilities were being used increasingly by off-campus groups for
conference purposes. The report contained a list of the organizations which had done so that year. Reports for most years thereafter contained such a list. Finally, some mention should be made of the activities of the information officer. First appointed in the summer of 1945, the information officer was located in Extension but was responsible to both the President and Dr. Shrum. His activities on behalf of Extension included the preparation of news releases and feature stories, the arrangements of radio talks and other publicity for the Department and the publication of the Extension News Sheet, which was published monthly from November, 1943, and conveyed news about Extension activities to those on the Department's mailing lists.

When Dr. Shrum turned over responsibility for the Extension Department to his successor in the fall of 1953, it was in a very different state from when he had acquired it in 1937. The size of the staff had increased from three to thirty-two during that time, the services offered had increased remarkably in kind and volume and the Department had progressed from its small and tentative beginnings to being one of the best known in the country. It was well known not just for its size, but for the reason which, as has been pointed out, Dr. Shrum felt was more important. It was known as a program which effectively served the people of the province not only according to the traditional course-giving pattern of the University, but in many other forms which made the services accessible to those who wished to use them. Two national studies of university extension which were published during this period stressed this "community service" emphasis in the U.B.C. program.

An attempt was made earlier in this chapter to sum up the abilities which Dr. Shrum brought in an outstanding degree to the task of directing the Extension Department. The first of these was his skill in administering so
effectively a complex and diverse program such as had been developed over the years. The first few years of his leadership were unusually creative and resourceful. The question naturally arises as to what the consequences to Extension were of the fact that beginning 1938 Dr. Shrum could give only a fraction of his time to the Department. It had not been his intention to stay on as long as he did as Director but it had been his intention to devote more of his time and energy to the task while he had it. In the opinion of his first Assistant Director:

The odd fact, which many could not quite credit, was that in the hour or two per day that he was able to give to the Department, he provided more forceful and stimulating leadership than many others could have done on a full-time basis.

Most people familiar with the development of the Department would agree with this statement. It is reasonable to assume, however, that even more, or different accomplishments would have resulted if Dr. Shrum or some other able person had devoted the major part of his time to the direction of the Department.

Dr. Shrum also displayed an ability to select able people and to get productive effort from them. Outstanding contributions to the work were made by Miss Somerset, Miss Smith and Messrs. Chatwin, McKenzie, Barton, Wirick, Boroughs, Large and Renney, to name a few of those who remained with the Department longest. There was relatively rapid turnover in the staff of the Department during these years. The explanation which was put forward in Chapter IV as to why this was so in the fisheries program may have some validity for the Department as a whole. Dr. Shrum was consistently operating on slim resources. It would appear that it was his policy, generally speaking, to employ young persons, often immediately after their graduation from the University. The duties of an Extension supervisor were demanding and the working hours often long. Salaries at the University, and in Extension
particularly, were not high (but in depression years at least offered opportunity for employment). It was perhaps natural that many persons, as attracted to the work as they might have been, moved on to other opportunities after a relatively brief period. It is probably also true that adult education was not recognized by many, especially in the early years, as a field of endeavour in which there were attractive career possibilities.

Dr. Shrum, especially in the early years when he was giving more of his time to Extension, was outstanding in his ability to find resources beyond the University with which to carry on activities which could not otherwise have begun. Reference has already been made to the fact that in connection with the radio studio, the audio-visual services, the fisheries and the Youth Training programs he had been able to do this. Such assistance was perhaps less crucial in the period following the war when the regular staff of the Department was enlarged. It was undoubtedly also true that Dr. Shrum by that time had less time available in which to search out such assistance.

An important factor in the development of the program, again particularly in the early years, was Dr. Shrum's ability to act quickly and to capitalize on initial successes. He acted swiftly in setting up the broadcasting facilities on the campus and in a very few weeks had organized an ambitious schedule of programs. In this case technical difficulties beyond his control turned out to be limiting factors. The Youth Training program is perhaps the best example of the point under discussion. In mid-February, 1938, Dr. Shrum was given permission by the Provincial Government to organize educational programs for farmers in the few weeks which remained before the end of the fiscal year. In thirteen days the first course was held and before the end of March a total of ten had been offered. It was largely on the strength
of this quick and successful action that the more substantial Youth Training
program grant was secured the following year. In much the same way the
success with the first fisheries conference and later the first personnel
administration course during the war led to further grants.

One policy followed by Dr. Shrum was particularly important for the
development of the program and should be examined. Not only did Dr. Shrum
feel that the University should serve a broad section of the population, but
he also was keen that the Extension Department reach the remote areas of the
province with its services. He recalls being urged by President Klinck and Mr.
England to attach special importance to reaching those areas. In his second
annual report he stated this policy clearly.

Educational opportunities are offered to all sections of the Province, but
the emphasis is placed on serving the districts outside the Greater Van-
couver area. By this means it is hoped to connect outlying districts of
British Columbia with their Provincial University and to give people other-
wise out of touch a chance for advancement and for creative work.

The following year's report stressed "the importance of giving the maximum
possible assistance to the more remote areas where fewer educational oppor-
tunities are available. After the war, when the size of the Department's
staff was greatly enlarged, it was possible to give expanded service to the
areas outside the lower mainland. In view of his policy in this respect, it
must have been with some satisfaction that he stated in his report for 1948-49:

For the first time in its history, the Department was able to have several
of its members spend a considerable part of their time and effort in the
smaller urban and rural areas of the Province. Thus more people than ever
before have become personally acquainted with the University through
participating in short courses, discussions, and other meetings of various
kinds. The result of these contacts has been a most effective expansion
of understanding and appreciation of the assistance which the University
can bring to the people of the Province. This in turn has resulted in more
requests for specific assistance, and consequently contact with more people.
Thus the University, through its program of adult education, is making and
should continue to make a unique and indispensable contribution to the
cultural development of the Province.
In the fields of agriculture, home economics, arts and crafts, family life, leadership in community organizations and drama, as well as in the fisheries and Youth Training programs, Extension staff members were putting on courses in various parts of the province.

The provision of such field services, had both advantages and disadvantages to the Department. Mr. England attached great importance to serving the more remote areas of the province but did not recommend special field staff in Extension to provide it. Dr. Shrum relied heavily on this solution. The advantage to the Extension Department of such an arrangement was that it did not need to rely on the faculty to teach its courses. It provided its own teachers as well as organizers. This made it possible to offer courses of some length in distant parts of the province at all times of the year and not just when the faculty was free to leave the University. It also meant that the instructors could specialize in teaching adults and develop the skills most useful with such groups. The disadvantages were that it was possible for the Extension program to develop without the faculty feeling that it was their responsibility or even knowing very much about it. By and large, it also meant that those who were teaching in the programs were not as well qualified academically as the regular faculty in the subject matter of their specialty and were removed from the current research in the field.

The faculty of the University were involved in many Extension activities throughout these years, of course. It was only in some fields that Extension personnel did much of the teaching. Dr. Shrum was anxious to provide the maximum amount of direct service possible in centers outside Greater Vancouver and he chose this method of doing so. This course of action was not supported to the same extent by Dr. Shrum's successor.
A variation of the fieldman idea was under active consideration in early 1948. The Extension staff who taught courses in other centers were specialists in particular subjects and taught in those fields. The proposal considered in 1948 was that a full-time fieldman of the Extension Department would be located in the Kootenays (probably based at Trail) to undertake a regional project in adult education for that area. The project was discussed at the time with officials of the Consolidated Mining and Smelting Company at Trail, and with the Carnegie Corporation, but in the end did not materialize because of lack of the necessary funds.

Dr. Shrum continued the pattern established by President Klinck and Mr. England for the formulation of Extension policies. Generally speaking, Dr. Shrum established the policies himself, but on occasion would consult with the appropriate deans or department heads. In some cases he consulted the President or was asked by the latter to assume certain responsibilities. This was the policy adopted by President MacKenzie as well after he took office in 1944. This system was modified somewhat, however, in the summer of 1949 when a President's Committee on University Extension was created. Dr. Shrum revealed some misgivings about the advisability of creating such a committee but was comforted when he found that the President intended that the committee should restrict itself to broad matters of policy and not deal with day to day administrative decisions. The President confirmed this understanding and set out the terms of reference for the committee in late April, 1949. The committee was:

To serve as an advisory body on matters of policy respecting the University's extension and adult education program, and as a consultative body with regard to the development of a program of correspondence courses for credit and other such matters as concern both the Faculties and the Department of Extension.
A major policy question which was of great significance to the future development of the Extension Department came before the President's Committee in July of 1951. Up until this time, almost all extension activities of any significance had been administered by the Extension Department. When the "Department" of Commerce became a "School" in August of 1950 and Professor E.D. MacPhee became its first Director, a number of requests for extension courses of service to businessmen were received by the School. (The Extension Department already offered a number of courses of the same general kind.) The question arose as to whether the School of Commerce should offer such programs directly or whether they should come under the supervision of the Extension Department. This matter was touched upon briefly at the meeting of the President's Committee on University Extension on 3 July 1951, at which time it was decided to call a special meeting of the committee the following week to examine the matter thoroughly. At this meeting the policy was established that in the case of long-term vocational or professional types of courses it was appropriate that the School of Commerce deal directly with community groups and offer courses under its own auspices. This policy question was not resolved along the lines that Dr. Shrum had hoped it would be. From the time of the creation of the President's Committee and especially subsequent to the decision of July, 1949, the freedom of action of the Director of Extension was more limited in some areas.

The question arises as to what extent the development of the Extension program under Dr. Shrum was planned according to an analysis of the needs of the situation and to what extent it was a more random process determined primarily by the opportunities which presented themselves. It is probably fair to say that it was a mixture of the two. Both Mr. England and Dr. Shrum
were keenly aware in the first years of the Department's life that people were disturbed by the depression and were looking for answers to fundamental questions and for reasons why their society had been through such a serious crisis. It was to meet this situation that the study groups were given such stress in the early years. At the same time, financial resources were scarce and it seems reasonable to assume that priorities were affected to some extent by the fact that funds could be secured from public sources for the Youth Training and fisheries programs. Following the war, when Dr. Shrum had an opportunity to add to his staff, he was free, within reason, to add persons for any aspect of the program and proceeded in the light of what he saw to be the needs of the situation. All the additions to the staff were in areas in which some work had been done already. It would appear that the additions to staff and program of the Department over the years were made on the basis of a mixture of factors.

One of the distinctive features of the development of the program during Dr. Shrum's years as Director was the heavy emphasis on the arts and cultural subjects. This was also true of the Extension Department of the University of Alberta but of no other program in Canada to the same extent. In British Columbia the varied services in theatre, music, and the visual arts offered through the study courses, evening classes, the Summer School, short courses and the library services were evidence of the importance which Dr. Shrum, like his predecessor, had attached to this area. It is likely that he was influenced to some extent by Miss Dorothy Somerset, whose efforts in this field were so consistently successful. In one of his annual reports he summed up the task of the Extension Department as "to promote and foster adult education and the cultivation of the arts in British Columbia."
When Dr. Shrum relinquished the direction of the Extension Department to his successor, he had the satisfaction of knowing that the Department had gained national recognition in several areas of its program. The high reputation of the Youth Training courses has already been mentioned. The activities in the field of the arts were widely recognized as being of outstanding quality. The audio-visual section had received high praise from the Film Board and others for its leadership in its field. The many hundreds of study courses which had been sold and used in other provinces were a testimony to their excellence. The Department's program had consistently been referred to in works on adult education in Canada as the leading example of a broad program based on the needs of the community. It was undoubtedly with a feeling of some satisfaction about what had been accomplished that Dr. Shrum handed his responsibility for the Department to his successor Dr. John Friesen.

When Dr. John K. Friesen became Director of the Department of University Extension on 1 September, 1953, he already was a well known figure in the adult education movement in Canada. Before the war he had been a school teacher and administrator in Manitoba and in the first two years of the war he served as Adult Education Director for the Manitoba Federation of Agriculture. After a distinguished career in the Royal Canadian Air Force, he returned to the Federation of Agriculture for a brief period and then in 1946 resumed formal studies, attending Columbia University, where he earned his M.A. and Ed.D. degrees, majoring in the fields of rural sociology and adult education. He thus became one of very few people active in the field in Canada who had advanced degrees in adult education. In 1948 he returned to his native province as Director of Field Services for the Manitoba Pool Elevators (and later Director of Public Relations). He also played an active part in the
Canadian Association for Adult Education (where Dr. Shrum had met him) and in the development of adult education services in Manitoba - ranging from directing the work of his own company's fieldmen to assisting with the establishment on a permanent basis of the extension work of the University of Manitoba. It was indicative of his increasingly prominent position in the field of adult education nationally that when Dr. J.R. Kidd, then the Associate Director of the Canadian Association for Adult Education, edited a book on Adult Education in Canada, which was published in 1950, he asked Dr. Friesen to write one of the articles on adult education in rural areas. (Dr. Friesen's position of prominence in the field was further recognized when in the summer of 1954 he was chosen one of five Canadians to take part in a group tour of Western Europe, financed by the Carnegie Corporation, to examine adult education programs in that part of the world.)

Dr. Friesen's arrival brought certain striking changes to the direction of the Extension Department. The most obvious of these was that for the first time in many years the Department had a full-time Director. This made important differences to the amount and kind of program development and to the nature of the supervision of the staff. Another difference was that the new Director had received his advanced training and saw career expectations in the field of adult education. This being the case, he had a different point of view with respect to the kind of staff members he wanted and the methodology of the field, and had a greater interest than Dr. Shrum had in the study of adult education as a field of knowledge.

It became increasingly apparent too that Dr. Friesen had a different view of the role of the University in adult education. Whereas Dr. Shrum had put great stress on serving the people by means of short courses out in
the province, often taught by the Extension specialist, Dr. Friesen saw the staff person less as a teacher and more as the program organizer and planner, with the University faculty member as teacher. It should be pointed out that this difference was probably in part a response to the changing pattern of adult education services in the province. Whereas at one time the University was one of the few agencies giving effective adult education services in many parts of the province, by the early 1950's, many agencies - government departments, local school boards, libraries, commercial concerns and voluntary organizations - were providing such service. The University was therefore "free" to restrict the type of service it offered to more sophisticated kinds of educational activities. In this sense, then, conditions in the province made a change in the role of the University a reasonable thing to do. That the change was made was also due, however, to the different point of view which Dr. Friesen brought to his new position.

Dr. Friesen's view of the University's role in adult education coincided very largely with that expressed in a UNESCO volume on *Universities in Adult Education* which had appeared the year before he came to the University of British Columbia and which he accepted as a useful guide to the Department's work. In the introduction to that book, Dr. Cyril Houle of the University of Chicago suggested five rules for universities with respect to their role in the field.

The universities should restrict themselves to complex subject matters ....

The universities should be pioneers. They should be daring in experiment, willing to attempt the pilot study, the first survey, the initial course ....
The universities should train leaders .... This kind of service is the historic task of the university and if it ever fails, by allowing a separation of knowledge and ability to occur, the consequences may be expected to be grievous .....

The universities should collaborate with the many other agencies in society which provide adult education ....

Finally, the universities should master adult education as a field of knowledge.

Dr. Friesen's view of the role of the University led him to an interest in more effective communication with the other agencies active in British Columbia. During his first year in this province, he made an effort to get to know others working in the field. He worked closely with Mr. Graham Bruce, the Director of Adult Education for the Vancouver School Board and Mr. Laurence Wallace, Head of the newly established Community Programmes Branch of the Department of Education, in establishing a body which would bring together representatives of organizations active in adult education. This organization, the British Columbia Adult Education Council, was launched with a founding dinner in September of 1954 and in December of that year held the first of what were to be regular semi-annual conferences. Both the dinner and the first conference were held at the University. Dr. Friesen also continued to play an active part in the Canadian Association for Adult Education and encouraged the senior members of his staff to do so as well.

The period covered by this study includes only the first two years of Dr. Friesen's term as Director of Extension. During this time there were several significant staff changes. The Assistant Director, Mr. John Haar, who had preceded Dr. Friesen in the Department by only a year, left in September of 1954 and was replaced some weeks later by Mr. Gordon Selman. Mr. A.V. Hill's arrival in the fisheries program brought important new
strength to that work. When Miss Cross resigned in the summer of 1955, it was decided not to replace her. A fieldman in drama, Mr. Sydney Risk, was added to the staff. The information office was transferred out of Extension and made responsible directly to the President's office.

Several of the changes in the program reflected Dr. Friesen's view that the Department should be concentrating more on leaders in the various fields of endeavour. Activities in the fine arts, including the Summer School of the Arts, the fisheries program, a new course in Community Planning, the Tri-Services Institute and several technical courses for industry were all either greatly strengthened or launched in an effort to serve such groups. The credit courses, evening classes and agriculture offerings were all expanded significantly. Dr. Friesen had not served as Director of the Department long enough prior to 1955 to indicate what was to be the full impact of his leadership.

The Youth Training Camp had been used frequently by the Extension Department as a center for educational activities. Control over the use of those facilities passed out of the hands of the Department and into those of the Housing Administration during the early 1950's. Both because these facilities therefore became less accessible to Extension and because they did not compare favourably with adult education centers elsewhere, Dr. Friesen soon sounded a call for other quarters for the Department's programs.

As the program of residential leadership training on the campus expands, there is an urgent need for better accommodation for short courses, conferences and other Extension offerings. Present University residences are mainly temporary in structure and are overcrowded. The only solution to this problem is to plan for the construction of a multi-purpose Continuation Center, as has been demonstrated in several leading American universities and by the University of Alberta in Banff.
During these two years Dr. Friesen undertook two surveys of Extension activities, one within the Department and one outside it. Soon after his arrival, he asked all the senior members of his staff to provide him with a statement of the aims of their program, a summary of activities during the previous year and comments on possible future developments. This was done with a double purpose in mind. The first was to provide Dr. Friesen with a complete picture of the Department's activities. The second was to encourage the supervisors to examine the aims of their programs and to think beyond the pressures of the moment with respect to future developments.

The other survey was undertaken at the request of the President's Committee on University Extension. It was decided to try to assess the character and quantity of extension activities which were being undertaken by faculty members without reference to the Extension Department. The results of this survey were presented to the Committee at its meeting of 24 November, 1955. The report summarized the forty-six replies received under five headings: off-campus speeches - the most common type of activity reported; guidance to professional, business and other organizations - the professional schools and the departments of the natural sciences reported much of this; courses, lecture series, conferences - several departments in a variety of activities ranging from service to professional groups to camps for junior forest wardens; personal consultation and advisory work with non-students - a number of departments reported giving this service, usually on request, but Pharmacy reported having "initiated a program of visitation and consultation with practicing pharmacists"; other activities - translations and extra-mural readers' privileges in the library. The report included an appendix which listed the various extension activities in the School of Commerce and closed
with a paragraph pointing out the need for a central clearing house of information on the campus for all extension activity. The discussion of the report appears to have been inconclusive, resulting only in a suggestion that a central bulletin board be constructed on which announcements of all extension activities could be posted.

It is obvious in examining the development of the Extension services in the post-war period that there was another particularly important factor which has not yet been examined, the influence of President MacKenzie and other key administrators. The firm support and encouragement of President Klinck for this work has been described in this and earlier chapters. President MacKenzie and his assistant, G.C. Andrew, strongly supported the role of the University in the field of adult education. Something of the President's view of the University's relationship to the people of the province was revealed in the Congregation address he delivered on the occasion of his installation on 25 October, 1944.

The University should and must strive to serve the community and every group and individual in it, either directly or indirectly, and the measure of its success is likely to be the completeness and the importance of this service.  

His views on Extension were on no occasion more clearly and emphatically set out than in the President's Annual Report for the year 1952-53. Dr. MacKenzie referred to adult education as one of four major functions of a university.

The three functions of a university to which I have already referred, the accumulation of new knowledge, the perpetuation of our cultural inheritance, and professional training, are all thoroughly accepted by both the university and the supporting public, though there will be continuing arguments about the relative emphasis which should be given to each ... There is, however, another primary function of universities in our kind of society, another absolute need - even less understood - to which I would like to pay particular attention at this time. I refer to University Extension - community services in adult education.
He stressed the importance of doing the job well:

This work was not considered a responsibility of universities until recent years and there are still many who have reservations about the extent of the university's present involvement. Some worry about the worthwhileness of the effort. To me the issue is perfectly clear .... There is in our country no institution other than the university with so many of the attributes or so many of the qualified persons to carry out this work. The public has come to expect the universities to do it and we have only the choice of doing it - and doing it increasingly well - or of neglecting it - to the jeopardy of both our self-governing institutions and our public support.

It can be said that one of President MacKenzie's most notable achievements as President of the University of British Columbia was the improvement he brought about in the public relations of the University. It is clear from the foregoing statement that he saw a broad and effective Extension program as one means of achieving this. Perhaps the main factor making possible the expansion of the staff and services of the Extension Department in the post-war period was the firm and generous support of the President. He was influential with the Board of Governors in making financial resources available. He encouraged his colleagues to continue or strengthen their support of and participation in the Extension program. Mr. Andrew, on his behalf, gave great assistance on many occasions in advancing the interests of the work.

One of the important factors in the growth and strength of the Extension Department through the years was the attitude of members of faculty. A review of the annual reports of the Department and of other publications such as the evening class bulletin, the lecture and the Youth Training reports, reveals that a very large number of faculty played an active part in Extension work. This was true not just of junior faculty members, who might be said on many occasions to participate in order to supplement their income, but also of senior members of faculty who through the years have consistently made a
contribution to the program, obviously in the belief that it was a useful and important thing to do. There have undoubtedly been faculty members as well who were not interested in this work and some who may not even have been in favour of the University engaging in it. But this last group was clearly a small minority, one which was not encouraged, in view of the obvious support for Extension by the President and his senior colleagues, to press their views. The support from the faculty for the Extension program was strong and an important factor in the Department's growth.

When Dr. J.R. Kidd published his volume on Adult Education in the Canadian University at the request of the National Conference of Canadian Universities in 1956, he stressed two contributions which U.B.C. had made to the field. The first of these was the strong support for the work provided by the President and administration of the University. The second was the breadth of the program in general and the flexibility and imagination with which it had been administered. Dr. Kidd made this point on another occasion in the same year:

The imagination and scope of your work, your administration plan, the breadth of activity and high quality of facilities have had more influence on adult education elsewhere in Canada than any single project.73

This kind of contribution was not the result of accomplishments by one or two key figures only, but of university administrators and faculty, outstanding Directors of the Department and an able and devoted staff.
CHAPTER IX

FOOTNOTES


2. He had taken this position with the C.M.R. in 1930.


6. It was 694,263 in 1931 and 817,861 in 1941.


9. His appointment was dated from 1 July, without term.


11. Rooms "G" and "H". See letter (19 June, 1936) President Klinck to Dean Clement which formally requested this arrangement.

12. Letter (28 April, 1936) President Klinck to Mr. England.


14. Vancouver Province, 29 April, 1936.


17. Dean F.M. Clement in conversation with the author.


19. Ibid., and interviews with the author.


25. This classification is taken from the submission to the Carnegie Corporation of New York prepared in the spring of 1937. Copy in Extension files.

26. Mr. England's memorandum of 28 September referred to above.


28. Minutes of the Board of Governors, 13 May, 1937.

29. Some other Extension Departments of Canadian Universities have a series of set expenditure appropriations for each activity and must seek permission on every occasion when they wish to transfer funds or increase these appropriations, even though they have the additional income to cover them. The author has been convinced from discussions with colleagues from other institutions that the greater flexibility of the U.B.C. system has been a factor in the growth and success of the work here.

30. The phrase used in the President's report to the Carnegie Corporation which was dated 18 Sept., 1937.

31. That Mr. England was conscious of the opportunity presented by the situation and attempted to use his report accordingly was confirmed in conversation with the author.


33. President Klinck had considered other faculty members for this position and approached at least one other person, F.H. Soward, about the possibility of his becoming Director of University Extension.

34. Ideas in this and the following paragraphs learned by the author in interviews with Dr. Shrum.

35. This learned by the author in an interview with Dr. Shrum.


39. A.R. 1943-44.

40. An unsuccessful attempt was made in the fall of 1937 to secure a further grant. The submission was dated 18 Sept., 1937, went forward under a covering letter signed by President Klinck and requested a grant of $9,000 for each of three years which would be used to subsidize extension activities beyond the Greater Vancouver area. Copy in Extension files.

41. These and subsequent budget figures supplied by Mr. Wm. White, then Assistant Bursar of the University.

42. Mr. Harwood had been employed for a time during 1937-38.

43. Confirmed in interview with E.A. Corbett, Director during this period of the Canadian Association for Adult Education.

44. E.A. Corbett in correspondence and conversation with the author.


46. This statement based on consultations with a number of persons active in adult education in other parts of Canada, especially E.A. Corbett and J.R. Kidd of the C.A.A.E. and Senator Donald Cameron, formerly Director of Extension at the University of Alberta.

47. Letter (26 Aug., 1947) Mr. Douglas Clarke to Dr. Shrum.

48. See letters (16 June, 1947 and 2 Nov., 1948) E.A. Corbett to Dr. Shrum.

49. The newly established credit courses were accounted for separately and are not included in these figures.

50. Letter (2 Mar., 1949) Dr. Shrum to President MacKenzie.

51. See letters Dr. Shrum to R.M. Bagshaw, Bursar (9 Mar., 1950) and President MacKenzie to Dr. Shrum (22 Aug., 1951).


53. Letter (29 May, 1950) Dean Chant to Dr. Shrum.

54. Circulation reached 6,000 copies per month by 1953.

56. Letter (20 June, 1956) Mr. R.T. McKenzie to author.

57. Mr. McKenzie did not stay very long because of the war but his contributions were outstanding.

58. Dr. Shrum in interview with the author.

59. Dr. Shrum in interview with the author.


63. The proposal was made originally by H.R.C. Avison, who had been conducting similar work at The Pas, Manitoba, and who had been born in the Kootenays and knew the area well. Soon after this project failed to materialize, Mr. Avison was appointed Director of Extension for Macdonald College in Quebec. See letters between Mr. Avison and President MacKenzie of March, 1948 and letter (7 April, 1948) Dr. Shrum to Dr. Charles Wright in Trail. Confirmation of these details contained in letter (1 June, 1961) H.R.C. Avison to author.

64. See letter (22 Mar., 1949) Dr. Shrum to Mr. Donald Cameron, Director of Extension, University of Alberta.

65. Contained in letter (25 April, 1949) President MacKenzie to Dr. Shrum. These remained the terms of reference throughout the balance of the period.

66. This revealed in the minutes of the relevant meetings and confirmed in interview with the author.


68. These impressions were also gained by the author in Central Canada when he was preparing to join the staff of the Department in 1954. It has been confirmed since in interviews with adult educators in various parts of Canada. See also letter (16 Oct., 1956) Dr. J.R. Kidd, Director, Canadian Association for Adult Education, to author.

69. He was at that time offered the position of Director of Extension at that University.

70. See Kidd, Adult Education in Canada, pp. 117-121.

72. Several reports from supervisors in Extension files and interview with Dr. Friesen.

73. The survey was authorized at the meeting of 17 Nov. the previous year and the questionnaires sent to Departments were dated 8 March, 1955.

74. Copy in Extension files.

75. Minutes of meeting of President's Committee on University Extension, 24 Nov., 1955.

76. Quoted in Logan, Tuum Est, p. 173.


APPENDICES
APPENDIX I.

"RETURNED SOLDIERS' VOCATIONAL WORK"

(The following description of this activity is taken from the pamphlet The University of British Columbia: Descriptive Outline of Courses Offered, which was published by the Extension Committee in January, 1919. The extracts are taken from pp. 19 and 25.)

"At the present time all the Departments of the College of Applied Science are taking an active part, in co-operation with the Department of Soldiers' Civil Re-establishment, in the re-establishment of returned soldiers.

The Department of Mining and Metallurgy is offering courses in Assaying and some special subjects. A considerable number of men have already taken advantage of these courses, which are continuous, covering 1/3 hours per week, for eight months. The Department of Chemistry is giving lecture and laboratory work in connection with these courses in Mining.

Temporary buildings of light construction and additions to the existing buildings of the University have provided room for expansion of the work carried on in the Department of Mechanical Engineering. Garage Mechanics, Gasoline-engine operators, and chauffeurs are trained in a new garage which will accommodate 40 men at one time. Various models of engines and cars provide equipment for actual shop-work, at which the men work for eight hours a day under conditions as nearly commercial as it is possible to maintain.

The Machine Shop, accommodating 25 men, will provide training for general machinists, so that those who complete the course may feel immediately at home in any Machine Shop.

The electrical equipment is sufficient to give the students excellent training in the care of electrical machinery; supplies and fittings are used on practical wiring and installation problems, so that the men are thoroughly familiar with their uses. These students complete a course as General Electricians.

In the course for Steam Engineers, where 20 men are being trained at a time, the work is done partly in the lecture room, partly in the laboratory, and partly in steam-power plants throughout the city of Vancouver. Men are made competent to operate steam plants and have no trouble in passing the British Columbia examinations allowing them to take charge of the various classes of plants.
Motion-picture operators are planned in co-operation with the local union. The student spends about one-half of his time at the University, taking electrical and optical work, and the other half of his time at the local theatres. The Department of Physics is giving lectures and laboratory work on "Light" in connection with this course.

Classes in Mechanical Draughting, Ship Draughting, Commercial Telegraphy, and Forestry have been instituted, and classes in various other lines of employment will no doubt be inaugurated as the demand increases."

"A five-months' course in Forestry is given for the purpose of training men for minor positions in the permanent ranger forces of the Dominion and Provincial Forest Services. Botany, Mensuration and Surveying, Protection and Improvement, and Administration, as applicable to Forestry are among the subjects taught, and in addition general tuition is given. Instruction by the Staff of the Department of Soldiers' Civil Re-establishment is supplemented by lectures from Professors in other Departments, and by Forest Service officials. Field practice in log-scaling, timber-cruising, mapping, and surveying is included, while visits to close-in logging camps give the soldier-students the required opportunities for practical training."

"SHORT COURSES OPEN TO THE GENERAL PUBLIC"

The Department of Mining and Metallurgy offers each year a series of Short Courses in Mining for the benefit of miners, prospectors, and business men. These have been highly successful and popular. One of the great needs of our Province is trained prospectors. The University is filling this need, as far as its resources permit, in a satisfactory and successful way. These courses are given for a nominal charge, and include condensed courses in Mining, Smelting, Geology, Mineralogy, Chemistry, and other subjects, especially fitted to the needs of prospectors and other mining men."
APPENDIX II.


Following a meeting of the representatives of the above branches of the Government, held at the request of the Honourable the Minister of Education on November 9th to discuss questions affecting the general policies of the different branches represented, a second conference was held November 13th to consider the practical effect of the application of the principles agreed upon at the conference held on the previous Friday.

As a result of these conferences two general principles were decided upon, viz:

(1) That all agricultural research, whether conducted at Point Grey or at some other centre or centres in the Province, be under the University authorities.

(2) That all courses of agricultural instruction exceeding three days' duration, in which particular emphasis is placed on the science underlying the principles taught, be conducted in future by the University rather than by the Department of Agriculture.

In addition to these principles the following matters affected one or more of the Departments represented were agreed upon:

(1) That the Department of Agriculture continue to assume responsibility for all activities at present conducted by it, as outlined in its tenth annual report, with the exception of short courses exceeding three days' duration and all research work in agriculture and in those sciences upon which agriculture is based.

(2) That researches now being conducted by the Department of Agriculture be continued until such time as the University is prepared to assume responsibility for investigation work at different centres in the Province.

(3) That representatives of the University hold field meetings to discuss results of investigations obtained at centres in which researches are being conducted.

(4) That the Department of Agriculture conduct all illustration and demonstration field work.
(5) That the Department of Agriculture conduct all work having for its object increased agricultural production.

(6) That the Department of Agriculture continue to publish popular bulletins and circulars of instruction, whether prepared by officials of the Department or by members of the staff of the University.

(7) That representatives of the Department of Agriculture and of the University confer before undertaking any new work in which the application of the two guiding principles adopted is not perfectly clear.

(8) That the fullest measure of co-operation between the University and the Departments of Agriculture and of Education be continued, including the interchange of instructors whenever deemed advisable by those immediately responsible for the conduct of the work.

(9) That continuation classes in agriculture under the Department of Education be open to students of both sexes who have attained the age of fifteen years.

(10) That a tentative arrangement be arrived at between the Department of Agriculture and the Department of Education whereby the minimum age limit for membership in boys' and girls' clubs be fixed at eleven years for 1918 and at twelve years for 1919; also that the scope of the competition in these clubs be extended to include special projects for girls.
MINUTES OF THE FIRST MEETING OF COMMITTEE ON UNIVERSITY EXTENSION*

October 3rd, 1918.

Committee on University Extension.

Present:- Professors Clark, Ashton, Turnbull and Boggs.

Professor Clement was elected Secretary of the Committee.

(1) In response to an invitation from the Retail Section of the Board of Trade Prof. Killam was asked to speak before that organization on October 11th on "Our University".

(2) At the request of the Board of Governors, it was moved and passed that a letter be prepared for circularizing the members of the Provincial Legislature; such a letter to contain information relating to the enrollment by faculties and by subjects for the present and each of the past three years. (Synopses of letter).

(3) Moved and passed that the towns of British Columbia be visited by lecturers from the University to lecture on the various phases of the work carried on in the Institution. That this work be carried on in co-operation with local organizations and that the towns be grouped into zones, for this purpose. (An appropriation will be sought for this work for the coming year. For this year?)

(4) Moved and passed that the Committee approve the preparation of a University pamphlet for distribution among High School students and others; such pamphlet to contain information relating to courses of instruction, work and activities of the University of both faculty and students. That the same shall contain also a statement as to the desire of the University to keep in touch with organizations and various bodies throughout the Province which may be seeking the services of University graduates, for the mutual benefit of all concerned. That an appropriation for the publication of such pamphlet be sought from the Board of Governors.

(5) Moved and passed that the application from the National Council of the Y.M.C.A. for lecturers at Hastings Park be approved and that members of Faculty be asked to volunteer their services and to

* Copy in President's Archives.
offer lecture subjects appropriate to the occasion; and that the Chairman be authorized to present to the members of Faculty circular blanks for this purpose. Similar lectures are desired for Victoria the Y.M.C.A. incurring all expenses therewith. (Nature of audience) (A.B. Godfrey Sec. Sey. 975 and Capt. A.J. Pearson) Board of Trade Building.

Moved and passed that for purposes of general information, all members of the Faculty who may be called upon to make public addresses shall report such fact to the Secretary of the Committee on University Extension, stating the subject, date and place of lecture. A record shall be kept by this means of the activities of the Faculty in this direction and tend to prevent any conflicting lectures.

R.H. Clark.
LETTERS FROM EXTENSION COMMITTEE INFORMING COMMUNITIES OF THE
LECTURE SERVICE AVAILABLE FROM THE UNIVERSITY.

First letter - sent in November, 1919.

Dear Sir:—

As you may have seen from the University Calendar, the University Extension Committee is prepared to send out a limited number of Lecturers to those parts of the Province where sufficient public interest exists, or can be aroused, to warrant the expenditure of time, effort and money involved. A list of Lecturers offered is enclosed.

We will be pleased to have you bring this matter to the attention of the liveliest organization that can be interested in your district, the Extension Committee being desirous of having these lectures given under such circumstances as will ensure the widest possible local interest, and the greatest possible attendance.

The Lectures will in every case be given under the auspices of some local organization. They will be free to cost, the Committee paying the travelling and personal expenses of the Lecturer, while the hall (including light and heat), advertising, and cost of lantern operator, (if required), must be paid for locally. The local press, churches, the school board, etc., will, if properly approached, give valuable assistance in arousing interest and assuring good attendance.

In order to reduce the expenses of the Committee to a minimum, it will be necessary for each Lecturer to give lectures at more than one point on the same trip. It should be borne in mind, too, that members of Faculty have their University teaching duties to attend to, and that it will be difficult for a specially requested lecturer to be sent at any specified time. The dates must, therefore, be largely left in the hands of the Committee, though the local organization, under whose auspices the Lectures are given, is requested to notify as to approximate date desired. In order to arrange the most satisfactory and economical schedule, the Committee requests the local organization to choose six lectures in which their community will be interested. Please have these marked on the enclosed list and return.

After you have discussed this matter with a local organization willing to assume the responsibilities outlined above, the Committee will be glad to receive the name of the Chairman and Secretary of the Society in question, in order to work out with them the final details.

Yours truly,

R.H. Clark, Chairman,
John Ridington, Secretary.
Dear Sir,

On November 28th, this Committee wrote you offering to send one or more members of the University Staff to lecture under the auspices of any of your local organizations that would be interested in making such an undertaking successful. I enclose herewith a copy of this letter. A list of the lectures offered was enclosed, with the request that six be selected in order of preference.

Responses have been received from several districts, but, up to the present, none has been sent from you own. The Committee desires to arrange the schedule for its lectures at once, and we would therefore greatly appreciate an early reply, giving information as to the interest taken locally in the proposal, the name of the organization, under the auspices of which the lectures would be given, its secretary, or other person with whom arrangements could be made.

The Committee hopes that your district will desire to take advantage of this opportunity, and that we shall hear from you at an early date.

Yours very truly,

Secretary.
APPENDIX V

A PROPOSAL TO IMPROVE

THE RELATION OF THE UNIVERSITY TO THE PROVINCE

BY THE ESTABLISHMENT OF

A UNIVERSITY EXTENSION SERVICE

The Present Situation

The University should function as the peak of the educational system of the Province, and through its staff should serve as a leader in progressive thought and development along the lines included within the scope of its faculties.

Largely through lack of sufficient opportunities for contact between itself and the people of the Province, the University is not now fulfilling its purpose to the greatest extent possible. Moreover, the present condition of relative isolation is having a serious effect not only on the University and its faculties from the standpoint of public interest and support, but an effect upon the morale of the individual staff members as well.

The Proposed Remedy

It is well within the power of the University itself to modify in large measure the present situation and to provide a satisfactory remedy through the creation of a University Extension Service, as being the most effective means of improving the relation of the University to the Province.

The Carnegie Corporation Grant would appear to provide the necessary means whereby an immediate start could be made to correct the present unsatisfactory condition.

A Conference

Were the financial handicap to be overcome which at present appears largely responsible for the absence of a definite service of this nature, the first step toward the establishing of University extension work on a solid basis would probably involve the calling of a conference or the holding of a series of conferences with such individuals or bodies as would be definitely interested in the proposed organization. Such a conference would be fundamental as a means of assuring full interest in, approval of and support for the proposed service from the outset. The proposed conference should be held without delay once the general scheme was approved.
A Director of Extension

The next move, or possibly coincident with or prior to the step just mentioned, would involve the appointment of some one individual who would have the responsibility of developing and maintaining such a service. The qualifications of the individual who, as Director of Extension, might fill the position in question, would include some or all of the following:

(a) "Personality", as being of greater value than actual previous training.

(b) A relatively young man.

(c) A University graduate (possibly from this University) acquainted with all phases of University work.

(d) A man with experience in newspaper work, or some phases of journalism, including writing, advertising, making up copy, illustrating, publicity work.

(e) A man with "platform" ability who can not only think and write, but who can talk interestingly and convincingly as well.

(f) A man who meets people easily, and works with others harmoniously, has tact and diplomacy.

(g) A man with organizing ability, who can work out plans and then get others to assist in carrying out those plans; this presupposes that the technical work, where and when called for, would be done by the men best informed in the separate technical fields.

(h) A man with previous experience in University Extension work, or somewhat similar type of publicity work.

While it might seem an impossibility to find in one individual all the qualifications indicated, it is to be understood that ability or experience along one line might offset a partial lack along another, or be readily compensated for in time.

The individual who might be appointed to direct the University Extension work would be given full responsibility for that work, regardless of those by whom the actual work might be done. This would provide the maximum continuity in policy and procedure. Any activity on the part of any other individual or any group of individuals within the University
which might be interpreted as being in the nature of Extension work, would be done only with the full knowledge and consent of the Head of the Extension Service. In actual fact, such activity or activities would normally result from previous conference and arrangement through the Extension Service office, thus assuring the greatest possible co-ordination and correlation in the work.

As Director of Extension, the Head of this Service would find a great many possibilities open to him whereby the University might be taken to the people of the Province, or the people of the Province brought to the University. The programme of activities, some of which are here suggested, would necessarily be modified as circumstances and experience indicated.

(1) A regular news service would be maintained, whereby items referring to the University, its work, staff and students would be available for the information and interest of the public.

(2) Bulletins, circulars, pamphlets of various types would be published from time to time for distribution to the public or to a general or selected mailing list.

(3) A University Radio Programme would be instituted:—nature, amount and time to be arranged.

(4) Lectures could be provided on a wide variety of topics, for Societies, Institutes, Women's Clubs, Young People's Organizations, etc.; programmes, topics and speakers to be arranged through the Extension Service.

(5) Conferences could be called by the University from time to time to discuss problems of general or special interest such as "Community-life," "Country-life," "Leisure-interests."

(6) Meetings, such as annual meetings of various organizations, could be sponsored by the University and held at the University. These might include meetings of a number of such bodies as the Chemical Society, Astronomical Society, Natural History Society, Entomological Society, as well as various Agricultural organizations. The Director of Extension would encourage and arrange for these as valuable forms of contact between the University and the people.
University "Open House" and inspection tours would be arranged for officially when occasion seemed to warrant. This would apply to visiting groups from other points in the Province, as well as local groups, or to regional, national or international conventions which might come to Vancouver.

That type of work which might be termed "Field Secretary" work would be carried out by the Director himself or by individuals selected to assist in that work. This would involve meeting interested individuals or groups, Service Clubs, Parent-Teacher organizations, etc., to discuss the University with them; addressing senior classes at high schools; conferring with school principals, prospective students, and parents.

Adult Education of various types could be undertaken as finances and conditions might warrant. This phase of extension might involve:

(a) Evening classes.
(b) Reading Courses.
(c) Short Courses.
(d) Extension Schools at various points in the Province.
(e) "Refresher" courses for teachers and for various technical workers - Chemists, Assayists, Electricians, District Agriculturists, etc.
(f) Special classes for the study of special subjects such as Current History, Fine Arts, Short Story Writing, Natural History, etc.
(g) "Unemployed Camp Schools". If such a scheme appeared feasible, the University Extension Director could be asked, as one form of Adult Education, to draft suitable plans for Unemployed Camp Schools and to secure such instructors, books, equipment, etc., as seemed essential. Members of the University staff would be expected to assist largely in an advisory capacity with respect to the method of presenting the subject matter with which they were most familiar.
The Library Loan Service could be expanded, its usefulness extended, by means of circulating book collections, travelling libraries or "Bookmobiles," directed reading programmes, etc.

It is suggested that no attempt should be made to initiate even a part of the programme until the various possible activities have been evaluated. A decision could then be made as to the order in which the activities should be developed to meet most directly and economically the immediate need.

The details as to the best method of expending the sum of money which might be devoted to this work could be left to the decision of a committee, in conference with the Director of Extension, when appointed.

A tentative budget would include the major items of Director's salary; travelling expenses for the Director and lecturers to go to outside points; office supplies, printing and postage; office assistant's wages. It is assumed that office space, equipment, heat, light, telephone, janitor service, etc., would be cared for out of the general University budget.

It is thought that the budget should be so planned that the entire principal and interest from the proposed grant would be spent over a period of not less than three to five years, and not more than ten years. During this time every effort should be made to prepare for the continuance of the work beyond the time provided for by the original grant of money.

To recapitulate -- if, as seems true, the University is suffering from lack of contact with its constituency, the people of this Province, the surest and most immediate remedy for such a situation would appear to require that the University and the Province be brought into touch with each other in as many ways and on as many occasions as possible.

In the proposals as outlined, a number of means have been suggested whereby a "University Extension Service" could assist in bringing the University actively before the people of the Province, as well as in enlarging the influence and usefulness of the University throughout the Province.

Respectfully submitted,

A.F. BARSS.
APPENDIX VI

Memorandum prepared by Mrs. Evyln F. Farris and submitted to the President on 19 February, 1935.

ADULT EDUCATION

In preparing these few suggestions I find myself handicapped by the information that Adult Education is supposed to be organized as a department of the University. In view of the fact that members of the Senate as well as members of the committee are on record as being opposed to any portion of a government grant being spent on extension it would seem difficult to organize on any such basis unless the Board is prepared to exercise its prerogative and go over the head of the Senate. In that case we would in all probability be faced by a refusal to approve of the courses.

In order to make a beginning I should for a year any way organize it on the basis of spending the Carnegie Grant making such a flexible organization that if at the end of a year a newly elected Senate should take a different attitude it could be turned into a department with no waste of money or effort. My proposals are all based on one word "cooperation." The main and underlying idea would be to get the public working with the committee for the carrying of the University to the uttermost parts of the province and for building a body of support which we have never been able to get and for the lack of which we have all been criticized for some time, one quite as much as another.

If we start in the simple way I am about to indicate we would avoid internal friction, be a less formal and binding way of initiating a service to the public and the latter would know that unless they did their share in developing it and made it impossible for their sitting member to do anything else then support the University grant at Victoria the service would be over in less than five years. As all our money comes from the province we need to get that support.

Taking the financial aspect first: There would seem to be two courses open to us.

1. That suggested by Dean Brock that we spend the grant largely in the hope that a distinguished success would bring sufficient funds with which to continue it when the $30,000 is exhausted. In view of the uncertainty of the future it seems to me that this is too highly speculative a scheme in which to indulge. It is most unlikely that any large sums of money would be forthcoming to maintain such an undertaking on any large scale indefinitely.

2. That we plan to spend from $7,500 to $10,000 a year for four or three years as the case may be, this amount to cover everything since the Senate is at present opposed to any part of the government grant being spent for extension work.
With this comparatively modest sum being spent it would then be possible at the end of three years if the Senate should change its mind to secure approximately that sum from the government and so carry on with the work with no serious break or disappointment to the public and thus avoid a situation psychologically bad. Then or earlier as might seem wise the service could be made a separate department or put under one already existing for example Education.

Therefore I would not spend more than $10,000 in any one year and I would meet all the expenses out of that.

In order to make a beginning let us divide the Province of British Columbia into five districts:

A. Vancouver Island .................... Victoria
B. Upper Coast ......................... Prince Rupert
C. Lower Coast ......................... Vancouver
D. Interior ................
   1. North ..................... Prince George
   2. South ..................... Trail and Nelson
   3. Okanagan ................ Kelowna
   4. Central B.C. .............. Kamloops
E. Fraser Valley ..................... New Westminster
   ..................... Abbotsford
   ..................... Chilliwack

Let us instruct our secretary to write to some interested person in each of these towns and propose that if interested they form a University Extension Association Committee suggesting that such a committee be composed of:

1. Representatives appointed by voluntary associations which are actively advancing the development of educational or recreationsal facilities.
2. Representatives of the School Board.
3. Representatives of Labour.
4. Specially qualified individuals or representatives of such other bodies as it may seem desirable to include.

(I am indebted to an English report for these points).

That having formed such an association they indicate their needs for next winter in a moderate way, stating that they are prepared to abide in general with the following regulations of Senate:
1. That as far as all local expenses are concerned the association shall be self-supporting (Halls, advertising, tickets, etc.) (There is nothing worse for people than giving them something for nothing)

2. That they must not expect courses which would entail too long an absence from the University of an instructor.

3. That in general lecture work of the type now in operation will be used.

4. That associations inviting lecturers will be allowed to charge a fee to defray expenses but not to make money for any other object.

That no work shall carry university credit.

That as many departments of the university as possible shall offer work but not necessarily in the same year.

Would not these associations be a real force in support of the University?

(I have been told twice within the last ten days by different people in different places that Trail for example has 120 college graduates and is bitter because the University has never done anything in this line for them. It would be a splendid chance for them to help themselves and us.)

Finally the question of the secretary.

Before I go any further I was not acquainted with Dr. Barss' article on the Relation of the University to the Province till this afternoon. I think that it would be impossible to get all the qualities in one man that he proposes for a secretary. Therefore I make the following suggestion with the idea in mind that the secretary send out to different parts of the province some speaker adapted to that particular locality to carry the message of extension to the district to which he goes and that people be chosen admirably suited for that district.

The Secretary -

Why not relieve Professor Todd from part or most of his teaching load and let a junior do his work for one year, 35-36. I understand his salary is $4,200. Let the University pay $2,200 and the grant pay $2,000. Let him be our secretary. He is completely acquainted with all that has been done. It would greatly facilitate matters at this juncture to have one to whom we would not have to explain what has gone before. Spend from $500 to $1,000 for clerical work and use the $5,500 or $5,000 out of the $7,500 for extension itself. It would give a sort of immaterial reward so dear to the hearts of professors to have his name so prominently connected with what after all may easily be the most far reaching undertaking of the University in recent years. The break from teaching might be good for him since I do not recall his absence from the University for any change or study.

The secretary could then put his plans before the committee on a regular day of meeting.

It seems to me that the advantages of a simple scheme like this are many.
1. It does not commit us to a secretary whose plans or policy we cannot control. Until we get started this might be a fine thing.

2. It does not take a man out of a position and leave him stranded at the end of a year.

3. There is nothing about it that cannot be easily changed if at the end of a year it does not work well or it is decided to make Extension a Department of the University.

4. It would give this committee and indirectly the Senate a share in starting a very important undertaking of the University.

(The fact that neither deserves such an honor can be blissfully ignored!)

5. It would enable the President of the University to exercise a strong influence in the early days of the work.

6. It would give us a chance to decide whether extension work should be equally divided between vocational courses or what President Lowell called a stimulation of more vivid intellectual interests and thus give real leadership to adult study in British Columbia.

7. It would stop at least in a measure the criticism that we are losing too much time, that part of B.C. is looking to Alberta for guidance and help and that some one on the committee is blocking the whole scheme. (This report is current in Victoria but they do not seem certain as to which of us is the culprit!)

In the words of another have we not here "a democracy of opportunity capable of being turned into an aristocracy of achievement?"

All of which is respectfully submitted,

EVLYN F. FARRIS.
The Secretary of Senate,
University of British Columbia.

Dear Sir,

The Senate Committee on Extra-University Teaching has the honour to present the following recommendations:

1. That Senate approve of the proposal for making provision for adult education, and that Senate recommend to the Board of Governors that they make special provision accordingly in their estimates for 1936-37 for such adult education provided that the present standard of teaching and research work as may be necessary thereto be maintained, anything that may be contrary in the new resolution of Senate of December 20, 1933, notwithstanding.

2. That Senate recommend to the Board of Governors the constitution of a Department of University Extension (which is to include Adult Education) when funds are available.

3. That Senate recommend to the Board of Governors the appointment of an Executive Secretary of University Extension pending the establishment of such Department.

4. That Senate approve as a temporary policy governing adult education for the academic year 1935-36, the sending out of senior men from all or any of the Departments of Economics, History, Geology, English, Education, Forestry, Mining, Agronomy, and Animal Husbandry, and from such other Departments as the President may determine on recommendations of the Executive Secretary, and that the resolutions of December 20, 1933, in so far as they may conflict with this recommendation, be waived accordingly.

5. That Senate recommend to the Board of Governors that the President be given the necessary authority and be instructed to give effect to an adult education program based on these resolutions and the reports of the Survey Committee in so far as practicable for the 1935-36 academic year.
6. That Senate ask for a progress report from the Executive Secretary to be presented at the February (1936) meeting.

Certain information that may be of assistance to Senate and the Board of Governors dealing with such questions as scope of activities, organization, payment of staff members and so forth in other institutions, is being gathered and will be submitted to members of the governing boards shortly.

Having carried out, so far as possible, its assigned task, your Committee respectfully asks that it be discharged.

H.F. ANGUS,
Chairman
### APPENDIX VIII.

#### SENIOR STAFF MEMBERS OF THE EXTENSION DEPARTMENT

1936 - 1955

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<thead>
<tr>
<th>Position</th>
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<tr>
<td><strong>Director</strong></td>
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<td>Mr. Robert England</td>
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<td>Dr. Gordon Shrum</td>
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<td>Dr. John Friesen</td>
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<tr>
<td><strong>Assistant Director</strong></td>
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<tr>
<td>Mr. Robert McKenzie</td>
<td>1940</td>
<td>1943</td>
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<td>Mr. Robert Boroughs</td>
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<tr>
<td>Mr. Kelvin Large</td>
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<td>Mr. Gordon Selman</td>
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<tr>
<td><strong>Drama</strong></td>
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<tr>
<td>Miss Dorothy Somerset</td>
<td>1938</td>
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<td>Miss Joy Coghill</td>
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<td>Mr. Sydney Risk</td>
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<td>Miss Audrey Andrews</td>
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<td>Miss Rosamund Russell</td>
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<td>Mr. Norman Barton</td>
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<td><strong>Study Groups Pre-School and Parent Education, etc.</strong></td>
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<td>Mr. Walter Harwood</td>
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<td>Miss Marjorie Smith</td>
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<td>Mrs. Evangeline Winn</td>
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<td>Miss Margaret MacKay</td>
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<td>Mr. Alan Deschamps</td>
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<td>Mr. Graham Drew</td>
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<td><strong>Home Economics</strong></td>
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<td>Miss Jean Travis</td>
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<td>Miss Sylvea Dyson</td>
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### Arts and Crafts

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<td>Mr. Cliff Robinson</td>
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<td>Mr. John Mills</td>
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<td>Mr. Robert Davidson</td>
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### Extension Library

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<td>Miss Nora Gibson</td>
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<td>Miss Edith Stewart</td>
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### Record Loan

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<td>Miss Ruth Asson</td>
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<td>Miss Nora Hankin</td>
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### Fisheries

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<td>Mr. William Campbell</td>
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<td>Miss Lin Brown</td>
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<td>Mr. Breen Melvin</td>
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<td>Mr. Reginald Mavor</td>
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<td>Mr. Robert Donaldson</td>
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<td>Mr. Victor Hill</td>
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### Information Officer

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<td>Mr. Van Perry</td>
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<td>Mrs. Dorothy Corryell</td>
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<td>Mr. Edwin Parker</td>
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Assistant Administrator, Evening Classes

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<td>Mr. Phillip Keatley</td>
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<tr>
<td>Mr. Gordon Selman</td>
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<tr>
<td>Mrs. Alice Lindenberger</td>
<td>1955</td>
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1. The following list includes all senior staff members. A number of services, such as the extension credit courses, were administered on a part-time basis by members of the staff and do not appear separately in this list.

2. On leave of absence 1943-1946.

3. Replaced Miss Somerset while she was on leave of absence.

4. Had been on staff as stenographer since 1940. Was on leave of absence for 1947-1948.

5. In charge when Mr. Renney on leave for 1947-1948.

6. Miss Travis on home economics staff was specialist in handicrafts.

7. Extension Librarians were on the staff of the Library, not the Extension Department. Miss Stewart filled in when Miss Gibson was on leave for 1946-1947.

8. Appointed Assistant Director in late 1954.
APPENDIX IX

AGREEMENT CONCERNING DOMINION-PROVINCIAL
YOUTH TRAINING PROGRAM 1938-39

A project to train unemployed young people residing in the rural areas, in agriculture and other suitable subjects at centers selected in accordance with the terms of Clause 6 of the Agreement.

- Estimated total cost: $20,000
- Estimated Provincial contribution: 10,000
- Maximum Dominion contribution: 10,000

The project shall be carried on subject to the following regulations:

1. The project shall be under the direction of the Extension Branch of the University of British Columbia and carried on in co-operation with the Provincial Department of Agriculture.

2. To assist in the organization and operation of this project there shall be an honorary advisory committee chosen by the Province and composed of individuals having knowledge of, and interest in, the work to be done.

3. Short courses of approximately two or three weeks duration each shall be held for young men and young women. Such courses may either be residential or non-residential according to the conditions existing in the various localities to be served.

   Instruction for men may be given in such subjects as general agriculture, animal and field husbandry, farm management and accounting, poultry, dairying, bee-keeping, etc., and for women in rural homecraft and handi-crafts and suitable agricultural subjects.

4. Provision may also be made for instruction in citizenship and in general educational or cultural activities.

5. In those areas where it is not feasible to hold short courses as outlined in Regulation 3, itinerant courses in special subjects may be held for periods of a few days.

6. Where, in the discretion of the Province, it is more economical for young people to live at home and come in daily to attend the Course, rather than to be furnished full board and lodging in the center where the Course is held, reasonable daily transportation charges in each case from the trainee’s home to the Course and return will be allowed as a shareable cost of the project.

To Introduce Ourselves!

The publication of Volume I, No. 1 of the Extension News Sheet is an occasion that demands some formality, at least the formality of an introduction! Our readers will want to know the why and wherefor of it.

More than any other part of the University of British Columbia, the Department of University Extension belongs to all the citizens of the province. Its function is to serve them wherever they may live. Now for some time we have felt that we should like to have a closer contact with those we serve, and the Extension News Sheet is the answer we have found. Every month it will go out to all corners of the province, bringing news of Extension activities and news of outside events, interesting meetings and new and worthwhile publications. Its aim will be to help people to keep up to date with the ways in which the Extension Department can be of assistance to them. Whatever their interests, whatever their study programmes - social, economic, agricultural, recreational, cultural - we shall probably have some news item, some suggestions to offer.

And if you have suggestions to offer about the News Sheet, they will be welcome.

GORDON M. SHRUM,
Director,
Department of University Extension.

OUR PROGRAMME

Just because this is the first issue of the "News Sheet", and for the sake of the record, we’re going to take time to set down some of the things the Extension Department does. This will mean less "News" and more "Sheet"! Next month it will be more "News" and less "Sheet".

EXTENSION EVENING CLASSES are off to a good start in the Vancouver Normal School. Every Monday and Tuesday night the school is filled to capacity, with professors, lecturers, and students. Over 700 of them - farmers, lawyers, musicians, bank managers, members of trade unions, housewives, etc. - crowd into the class-rooms where the various courses are conducted. It's the biggest registration yet!

STUDY GROUP COURSES - well, these are among our favourites. We believe so strongly in the value of people meeting together to discuss subjects of mutual interest! It gives us quite a warm, pleasant feeling every time we send out the material for a study group course. We like to think of Mr. and Mrs. Average Citizen and their friends, meeting in each other's homes of an evening to study and discuss. No new courses this year, but many new groups - and old groups taking up different courses. Canada and the Post-War World, Community Clinic, Music Appreciation, Acting For Juniors and Child Psychology are among the most popular courses at the moment.
LIBRARY. Of course the library is one of the most important of all the Extension services. There are books to go with all the courses and books just to read! We've added many new and interesting books this year, and we've prepared subject lists of all the books available. If you would like any of them let us know.

THEATRE SERVICES are out again to help all dramatic groups. The big news is the increased interest people are taking in Group Play Reading. Instead of going to the theatre they're meeting in each other's homes to read plays aloud. After all, it's the next best thing to seeing plays - or acting in them!

PHONOGRAPH RECORD LOAN SERVICE. We really hate to mention this one! It's becoming so popular we can hardly find enough records to satisfy the requirements of the people all over the province who want to hear more good music.

NEW SUGGESTIONS

PAMPHLET COLLECTION. Maybe somebody does, but we don't - know how many pamphlets are published each month. All we know is that really worthwhile pamphlets on current issues are being published by the dozens in Canada, England and the U.S.A. For the man or woman who hasn't much time for reading they're quite the best way of keeping up to date on current events, problems of rehabilitation, agriculture and home-making. You can buy or borrow them from the Extension Department.

CONTEMPORARY BOOK REVIEW SERIES. Have you ever thought of starting a book club? We all enjoy discussing the books we have read with our friends. The Department will provide you with books that have been specially chosen to make an interesting reading series, also with review outlines of each book suggesting points for discussion. Circulate these among the members of your group and then all meet together every two weeks or so to discuss them.

CREATIVE GROUP PLAYWRITING. It sounds rather alarming, but we'd like to stress it as something that is quite within the ability of most amateur dramatic groups. Have you any social problems in your community? Are there any situations, institutions, or groups of people that you'd like to poke good-natured fun at? Why not write a play or skit about them - royalty free! We'll tell you how to do it.

NEWS ITEMS

COOPERATIVES: Mr. Arthur Wirick, who was formerly in charge of the education programme for British Columbia fishermen - cooperatives and credit unions - has left the Extension Department at U.B.C. to take a position with the Saskatchewan Section of the Cooperative Union of Canada. His place has been taken by Mr. George Greenwell, and we take this opportunity to introduce him to you through the News Sheet. He might be passing along you way on his travels!
WESTERN CANADA THEATRE CONFERENCE: It's a new organization, formed at a special two-day conference that was held in Banff last August. Representatives of University Extension Drama Departments and of Provincial Drama Associations met there to decide how they could cooperate to help the amateur theatre in Western Canada. Results - an organization to which all drama groups are invited to belong, an annual playwriting award for Canadian playwrights and, some time soon, a list of recommended non-royalty plays.

RADIO PROGRAMMES

NATIONAL FARM RADIO FORUM: Here's one of the most important educational pro- grammes we have in Canada - a C.B.C. radio panel discussion for farmers right across Canada, and follow-up discussions in hundreds of homes immediately after the broadcast. This year they're going to discuss five major topics: "Prices, Planning and Production", "Health Can Be Planned", "Farm Finances", "The Rural Community" and "Current Farm Plans". If you live on a farm you shouldn't miss it - and city folks? Well, why not get acquainted with your fellow citizens in the country?

"OF THINGS TO COME": This is a combined radio and study group programme for all Canadians - a "Citizens' Forum" to consider Canada's position in the post-war world. How about that "right to work", those "social security plans", and "our trade with the world"? Just three out of twenty vitally important topics for study and discussion!

The Extension Department is headquarters in B.C. for both radio programmes - get your information from us, also the printed and mimeographed material that goes with the broadcasts.

THE NEWS SHEET CONTRIBUTORS

Before writing finis to this number, we'd like you to know who we are. If you want more news, or information or assistance, on any particular subject, you'll know to whom to turn.

Audrey Andrews - Films and Visual Education
Nora Gibson - Library
George Greenwell - Educational Programmes for Fishermen
Marjorie V. Smith - Study Group Courses, Current Events Pamphlets
Dorothy Somerset - Theatre, Music, Art
Sources for the first chapter on the historical background of adult education and university extension were different in character, generally speaking, from those used in the rest of this study. In the case of the former, only a brief and general summary was desired and so the published works available were used. For the study of the forty years of development at the University of British Columbia, reports, minutes, correspondence and other primary sources were used in the main.

A. United Kingdom. Much of the material available on the history of adult education in the United Kingdom was written before the Second World War, and much of it by men involved in the movement. The four works which were most helpful were R. Peers, (ed.) Adult Education in Practice (1934), especially Chapter II on the history of the movement, which was written by the editor; B.A. Yeaxlee's Spiritual Values in Adult Education (2 vols., 1925), which provided in Chapter VI particularly useful information on the early efforts of "the churches and kindred organizations"; Cambridge Essays in Adult Education (1920), edited by R. St.J. Parry, especially the excellent historical paper by A.E. Dobbs; and W.H. Draper's University Extension 1873-1923 (1923), a study written with emphasis on the role of Cambridge and to a lesser extent, Oxford. There have been a few more recent works but they have not added greatly to the story. Two exceptions to this are studies which have appeared recently, J.F.C. Harrison's Learning and Living 1780-1960 (1961), which placed the development of adult education in one county, Yorkshire, against the social and political movements of the day; and T. Kelly's A History of Adult Education in Great Britain (1962) which reached back into medieval times and also provided some additional detail on modern developments. There are other accounts which are biographical or institutional in approach, but the foregoing seemed satisfactory for the limited purposes of this chapter.

B. United States. The most useful general accounts of the early development of university extension in the United States were contained in two Ph.D. theses, N.A. Hiett's Some Aspects of Adult Education Programs of State Universities of the Southwest (1952) and F.M. Rosentrecht's A History of the Extension Division of the University of Wisconsin (1954). The latter was particularly helpful when placed alongside M. Curti and V. Carstensen, The University of Wisconsin: A History 1848-1925 (2 vols., 1949) in that it presented the story of an important pioneer in the field.
of Extension program U.B.C. was to adopt and did so parallel to a recently published history of the university as a whole. Other accounts of the early development of Extension at particular institutions are becoming more plentiful. Use was made of several of these, especially N.C. Miller and D. Lilien, An Early Experiment in Adult Education: The Rutgers University Department of Extension 1891-1903 (1951) and J.A. Burrell, A History of Adult Education at Columbia University (1958), the latter a refreshingly lighthearted, yet serious account. There were four surveys of university extension in the United States which were consulted and each of which provided brief accounts of the origins of the movement: W.S. Bittner's monograph, "The University Extension Movement" (1919); A.L. Hall Quest's The University Afield (1926); J. Creese's The Extension of University Teaching (1941); and J.R. Morton's University Extension in the United States (1953). Each attempted on the basis of surveys and in some cases, visits, to present a summary of university extension at the time of writing. Each included brief historical chapters, Bittner and Creese giving more attention than the others to the early links between the movement in the United Kingdom and the United States. H.B. Adams' early paper on "Summer School and University Extension" (1899) is most uneven, but breathes some of the spirit of the times. Adult Education (1938) by F.W. Reeves, T. Fansler and C.O. Houle confined its attention largely to the state of New York (as part of a "Regent's Inquiry" into public education there), but has some perceptive things to say about the development of the field generally. More general works on adult education as a whole in the United States are M.A. Cartwright and M. Ely's Adult Education in the United States (1929) and P.H. Sheats, C.D. Jayne and C.D. Spence Adult Education (1953) both of which have historical aspects but concentrate primarily on surveying the whole field at the time of publication; and a more recent work by M.S. Knowles, The Adult Education Movement in the United States (1962) which is historical in overall approach (and in that respect is valuable) but is not very good history.

C. Canada. There are very few general works on adult education and university extension in Canada. P. Sandiford edited Adult Education in Canada: A Survey (1935) which was a useful pioneer effort but superficial in its treatment. The volume edited by J.R. Kidd on Adult Education in Canada (1950) provided a general survey of the field at that time and contained "A Brief History of Adult Education in Canada" by E.A. Corbett, then the Director of the Canadian Association for Adult Education. This article first appeared in Food For Thought, the Association's journal, and was also published as a pamphlet (1947). The Kidd volume also contained a brief article on "University Extension" by F. Peers, then of the University of Alberta, which was a description of the various programs as they existed at the time, with no attempt at an historical approach. It did contain some useful generalizations, however. Two years later, E.A. Corbett wrote a pamphlet on University Extension in Canada (1952) which was largely descriptive of each university's program in turn, but provided brief historical references in the case of some institutions. The same material was included in Universities in Adult Education (1953) published by UNESCO the following
year. A more recent account, based largely on sources already mentioned, was contained in Chapter III of J.R. Kidd's Adult Education in the Canadian University (1956), which was written at the request of the National Conference of Canadian Universities and was concerned primarily with the current policy questions surrounding university extension. Some useful historical information appeared in Pioneers in Adult Education in Canada (1952) which was edited by H. Rouillard and contained a series of biographical sketches. In addition to these sources, letters were sent to several directors of extension requesting information about the date of the creation of their departments.

II Chapters II to IX

A. The National Scene

Several sources were used which were descriptive of adult education nationally but which contained material relevant to this study. E.A. Corbett's episodic autobiographical book We Have With Us Tonight (1957) described his career in adult education and included helpful material on the extension program of the University of Alberta, with which the Directors at U.B.C. maintained quite close contact and on the origins of national programs such as Farm Forum and Citizens' Forum in which U.B.C. was to take part. Pamphlets published by the Canadian Association for Adult Education on Education in Public Affairs by Radio (1954) and Pioneers in Adult Education in Canada (1952), both collections of articles by several persons, were helpful. J.R. Kidd's two volumes which have already been mentioned, Adult Education in Canada (1950) and Adult Education in the Canadian University (1956) were also useful, the latter providing an appraisal of the U.B.C. extension program at approximately the terminal date of this study. In addition to these printed sources, the author consulted national reports for selected years on activities in which U.B.C. was involved such as Farm Forum and Citizens' Forum.

B. Adult Education in British Columbia

The most useful source was B.E. Wales, The Development of Adult Education in British Columbia (1958), a doctoral thesis by the Director of adult education of the Vancouver School Board, which concentrates largely on programs provided by public agencies. F. Seidell's Adult Education in Canada: A Survey (1935) provides a description of adult education in B.C., both at the University and elsewhere. Pioneers in Adult Education in Canada (1952) contained articles on "Robert England" by E.A. Corbett and "Helen Stewart" by C.K. Morrison which were useful.
C. The University of British Columbia

Two works, H.T. Logan's Taum Est (1958) a history of the University, and F.H. Soward's The Early History of the University of British Columbia (1930) which is unpublished and was used in the writing of the former work, were particularly helpful in relating the study the author was undertaking to the development of the University as a whole. Reference was also made to two studies of Henry Marshall Tory, E.A. Corbett's Henry Marshall Tory (1954) and J.R. Kidd's dissertation, A Study of the Influence of Dr. H.M. Tory on Educational Policy in Canada (1944). Several articles in the U.B.C. Alumni Chronicle were used, especially I. Harvey on "Frank Fairchild Wesbrook" (1932), S. Lett on "Events Leading Up to the University Investigation" (1932) and W.C. Gibson on "Henry Esson Young" (1955). In order to provide material on the attitude of the public toward the University, use was made of the index and files of newspapers available at the Provincial Library in Victoria and of a few newspaper articles found in University files, when these were clearly identified as to date and source. Finally, reference was made to an unpublished history of the Vancouver Institute (1956) by M.Y. Williams.

D. University Extension

1. Reports

A major source of information were the annual reports of the Extension Department from 1936-37 to 1954-55. In the early period the Director also sent more frequent reports to the President. These were referred to for the first year as "Report" for the month in question. Beginning in the fall of 1937, the monthly reports were numbered, September of 1937 being Monthly Report No.1. There were eight of these which covered 1937-38 and then, because they were no longer submitted on a monthly basis, the name was changed to "Interim Report" but the numerical sequence carried on. The last Interim Report (No.15) reached the end of the calendar year 1939. Thereafter, only annual reports were made. These reports were not entirely satisfactory from the author's point of view. They frequently changed the basis on which reporting was done, making it difficult to make comparisons over the whole period. (Sometimes there were accompanying papers in the files which supplied the desired information.) The reports were sometimes written well after the end of the year being reported on and events of the previous year were interpreted in the light of what subsequently happened. By and large, however, the reports were reasonably full and helpful up until the last two years, 1953-54 and 1954-55, when the emphasis appears to have been more on readability and general impression than on detailed reporting. Separate annual reports were published by the Department for some years on the Youth Training program, the educational program for fishermen and the Summer School of the Arts. These were used especially for the early formative years and ones in which significant changes in these programs took place.
The annual reports of the President of the University were used as well, particularly for the period before the creation of the Department and for the year 1952-53, when a major portion of the report was devoted to a discussion of extension. Reports for the earlier years were useful in providing statistics, an account of extension activity (the original reports on extension work having been recovered for only some of the years) and reports from the faculties, especially Agriculture.

The annual reports of the Faculty of Agriculture, the Librarian, the Committee to Take Charge of the Carnegie Music Set and the University Extension Committee were also used.

2. Minutes

The minutes of several official bodies and committees were of great importance to the study. Those of the Senate, throughout the forty years and especially in the period up to 1936, were particularly helpful. The deliberations about credit extension work which went on during much of the 1920's and the crucial formative years 1933 to 1936 revolved largely around the Senate and its committees. Most of these matters and many more over the years eventually went to the Board of Governors for implementation or decision and the minutes of that body were important sources as well.

The minutes of Faculty, and especially of the Faculty of Arts and Science after the unitary faculty meetings were abandoned in 1921, were also valuable sources. The minutes of several committees of the Board, Senate and the other faculties were important to the author. Some examples include the University Extension Committee (1918 to 1936), the Committees (Board and Senate) on Extra-University Teaching (1933-1935), the Faculty of Arts and Science Committee on Extramural Work (1924), the Senate Committee to Study the Question of Summer Session and Extra-Mural Courses in all its Bearings (1924-27), the Joint Faculty committee to make recommendations concerning the Carnegie grant (1934) and the joint Board and Senate committee on the same matter, and the President's Committee on University Extension (1949-1955).

3. Papers, Memoranda, Correspondence

The most important source of such information was the files of the Extension Department. These files (for years prior to 1952) were disorganized and far from complete. What little had been saved over the years was stored in the basement of Brock Hall and a substantial part of them was destroyed by water damage at the time of the fire in that building. The author made a search of what was available, extracting key documents such as the annual reports on the separate sections of the Department, correspondence with the administration and colleagues elsewhere, inter-office memoranda in the Department, record books and miscellaneous correspondence which revealed significant matters of policy or points of fact. Some useful press releases and newspaper clippings were found as well. The
author was fortunate to discover also in the Brock Hall basement the correspondence of the University Extension Committee for the period 1921 to 1927. The files also contained most issues of the Extension Department News Sheet, which was published monthly from 1943 to 1954 and which both filled in some gaps in the annual reports and provided more specific information on some of the activities and changes of personnel.

Of great importance to the study were the files of the President's office. This was particularly true for the period prior to 1936. The files which were used were well organized and within the particular subject covered by a file contained not only the committee minutes and reports and correspondence, but also memoranda and notes which the President had prepared, often as the basis for his remarks in the current deliberations. There were found to be serious gaps in this material in certain cases, but by and large it was thorough and extremely helpful, especially on subjects such as the development of policy for credit work in the 1920's and the determination of a policy for extension work in the mid-1930's, which were rather involved and difficult to follow on the basis of Senate (and Board) minutes alone.

A search was made of the files of the Faculty of Agriculture, especially for the period 1917 to 1937 during which the Faculty was conducting extension work of its own. Correspondence between the Dean and the President, annual reports of the Dean, and correspondence between him and his department heads were particularly helpful. The files also contained the printed brochures and course outlines for many of the early courses.

At the time material was being gathered for this study, the Library had several boxes of printed brochures, programs and copies of the Extension News Sheet which were unorganized but helped the author to fill in gaps in what was available from other sources. There was considerable material on the Vancouver Institute as well.

At the same time the newspaper index and files were consulted in the Provincial Library in Victoria, the records and minute books of the University Extension Association of Victoria were also examined.

4. Other relevant University publications

Several University publications other than those already mentioned were useful. The five pamphlets published between 1919 and 1925 by the University Extension Committee were consulted and the excerpt reproduced in Appendix I was particularly useful. Information on the same subject was contained in Record of Service in the Second World War.
5. Correspondence and Interviews

Considerable information about points of fact and about reasons for actions being taken was secured by means of correspondence and interviews with persons who were related in some way to the events described in the study. Correspondence was conducted with the following:

Mr. Harold Avison, Director of Extension, McGill University.
Mr. Robert Boroughs, former Assistant Director of the Department.
Mrs. J. Blench, former Miss Jean Travis, handicrafts specialist on Extension staff.
Mr. Leonard Chatwin, former head of audio-visual section.
Judge J.B. Clearihue, Victoria, provided information about the origins of the University Extension Association of Victoria.
Dr. F.M. Clement, former Dean of Faculty of Agriculture.
Dr. E.A. Corbett, former Director of Canadian Association for Adult Education.
Directors of Extension of several Extension Departments of Canadian Universities - see Table I.
Mr. Robert England, first Director of the Extension Department.
Mr. W.J. Fleck, schoolmaster-librarian at the B.C. Penitentiary.
Mr. George Grant, former staff member of Canadian Association for Adult Education.
Miss Diana Ironside, Librarian and Information Officer of the Canadian Association for Adult Education.
Dr. J. Roby Kidd, former Director of the Canadian Association for Adult Education.
Dr. L.S. Klinck, former President of the University.
Mr. Robert T. McKenzie, former Assistant Director of the Department.
Miss Edith Stewart, former Extension Librarian.
Mr. A.H. Stott, Victoria, whose father founded the University Extension Association of Victoria.
Mrs. Isabel Wilson, staff member of the Canadian Association for Adult Education.
Mr. Arthur Wirick, former staff member (fisheries program) of the Extension Department.

Interviews (in some cases, several) were arranged with the following:

a. Staff members (past and present) of the Extension Department.

Mr. Norman Barton.
Mr. Kenneth Caple.
Mr. Leonard Chatwin.
Miss Eileen Cross.
Mr. Alan Deschamps.
Mr. Robert England.
Mrs. R. Fortune (former Miss Ruth Asson).
Staff Members (continued)

Dr. John K. Friesen.
Miss Norah Hankin.
Mr. Arthur Renney.
Dr. Gordon Shrum.
Miss Marjorie Smith.
Miss Dorothy Somerset.
Miss Edith Stewart.
Miss Jessie Stewart.
Mr. Arthur Wirick.

b. Others connected with the University.

Dr. H.F. Angus.
Dr. A.F. Brass.
Dr. Theodore Boggs.
Dr. R.H. Clark.
Dr. F.M. Clement.
Dr. Blythe Eagles.
Dr. L.S. Klinck.
Dr. H.T. Logan.
Dr. Norman MacKenzie.
Dr. E.D. MacPhee.
Dr. F.H. Soward.
Dr. O.J. Todd.
Dr. H.V. Warren.

c. Others.

Mr. Harold Avison, Director of Extension, McGill University.
Mr. Graham Bruce, former Director of Adult Education of Vancouver School Board.
Senator Donald Cameron, Director of Banff School and formerly Director of Extension, University of Alberta.
Dr. E.A. Corbett, first Director of Canadian Association for Adult Education.
Dr. Fraudena Eaton, connected with Vancouver Council of Women during 1930's and former member of Provincial advisory committee on adult education.
Dr. J.F.K. English, Deputy Minister of Education.
Mr. Gordon Hawkins, former staff member Canadian Association for Adult Education.
Dr. J.R. Kidd, former Director of Canadian Association for Adult Education.
Mr. Alexander Sim, former Head of Liaison Division, Citizenship Branch, Department of Citizenship and Immigration.
Mr. Charles Topshee, Director of Canadian Film Institute.
Dr. B.E. Wales, Director of Adult Education, Vancouver School Board (and author of thesis on adult education in B.C.)
Mr. L.J. Wallace, Deputy Provincial Secretary and formerly Director of Community Programmes Branch.
Mr. R.T. Wallace, Vice Principal of Victoria College.