1977


John B. Powell III
Louisiana State University and Agricultural & Mechanical College

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A HISTORY OF LOUISIANA STATE UNIVERSITY
DIVISION OF CONTINUING EDUCATION 1924 - 1973

A Dissertation
Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Education

in

The Department of Education

by

John B. Powell, III
B.A., Louisiana Tech University, 1964
M.Ed., Louisiana State University, 1967
December, 1977

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This study traced the development of the Division of Continuing Education at Louisiana State University from 1924 to 1973. It was concerned with a period which involved the administration of five directors of extension activities: Charles H. Stumberg, 1924 to 1931, Preston T. Griffith, 1931 to 1941, Marion B. Smith, 1941 to 1944, Joseph W. Brouillette, 1944 to 1964; and Lionel O. Pellegrin, 1964 to 1973.

This study primarily encompassed the activities of Louisiana State University Division of Continuing Education in the development of the University's continuing education program. Attention was given to significant influences which affected the growth and development of continuing education. Special emphasis was given to some of the early leaders and instructional practices which were significant.

The sequences of events which led to the establishment of University Extension at Louisiana State University can be traced to a letter from President Boyd to Charles Stumberg citing the pressures he faced in making the University more accessible to the people of the state. President Boyd gave to Mr. Stumberg the task of formulating a program that would allow citizens fuller use of the University.

When the Board of Supervisor's met on June 16, 1924, it was moved to accept Mr. Stumberg's plan and named him to direct the new program. His duties were to begin July 1, 1924.

The Division was housed in the Pentagon Barracks and was operated,
mainly, to assist teachers through extramural offerings and correspondence study. However, offerings were quickly expanded and soon was serving the entire state through correspondence and itinerant teachers.

When the University outgrew the Pentagon Campus and moved to the present site in 1925, it occupied a portion of Hill Memorial Library. Extension activities flourished and expanded. As the program grew, it was moved to David Boyd Hall and finally to Pleasant Hall which became the Adult Education Center of the campus. In 1960, Pleasant Hall was renovated and later a wing was added to accommodate Insurance Marketing and serve other programming needs of the Division. In 1972, a new facility was constructed to house the Firemen Training Program.

The Division began with very limited offerings but expanded its program to meet expressed and perceived needs of the State. It has served a vital role in the continuing education of many diverse groups, particularly teachers and has established a reputation for conducting a comprehensive continuing education program of academic excellence.
Introduction

University extension in this country was mainly an English importation, taking place in the latter part of the last century. Though the idea of University extension was English in its origin, the seed for the planting of the extension movement in America was prepared by previous efforts in adult education and the social conditions of the times (Noffsinger, 1925:52-53).

The American Lyceum and the Chautauqua, unique and indigenous institutions, were the predecessors to University extension. The widespread system of public education, the growth of colleges and universities, the pronounced faith of the American people in the efficacy of education, the increasing income and wealth of the country, and the growth of urban centers prepared a favorable threshold for its inception and development (Hurlbut, 1921:26-27).

American Lyceum

The American Lyceum of the early part of the nineteenth century was perhaps the first adult education system in the United States (Adams, 1891:2). Its beginnings are traced to the work of Josiah Holbrook of Connecticut, who lectured throughout that state and Massachusetts on natural sciences, encouraging groups to band
together for the study of subjects in which they were interested. Through Holbrook's pioneer efforts, local or town lyceums were formed in 1826 in Massachusetts. Soon the movement spread to other towns and states, culminating in the establishment of county and state lyceums. The American Lyceum was organized in 1831 at a meeting in the city of New York. Delegates were gathered from state and county lyceums as well as representatives from Yale and Dickinson colleges (Review of Reviews, 1891:593-609).

The goal of the American Lyceum, adopted on its inception, was the "...advancement of education, especially in the common schools, and the general diffusion of knowledge" (Review of Reviews, 1891:4). The national organization proved to be a powerful propaganda agency for the establishment of public schools and libraries, the passage of laws providing state taxation for the public schools, and the establishment of public schools and libraries, the passage of laws providing state taxation for the public schools, and the establishment of state boards of education (Review of Reviews, 1891:4).

The objectives of lyceum activity were twofold: The diffusion of useful information through its mutual education program, and the advancement of the cause of common schools. At the time of the Civil War the lyceum practically ceased to exist, but soon after the war there was formed in the Middle West the Associated Literary Societies, a league of about a hundred literary societies, as some of the surviving lyceums had begun to term themselves. This new association arranged for the cooperative booking of lectures (Noffsinger, 1925:105).
Society to Encourage Studies at Home

In 1873, about the time Cambridge was embarking on its University extension program in England, the Society to Encourage Studies at Home was established in Boston. The new institution sought to stimulate the formation of home study groups, prepared reading guides, and conducted a regular correspondence program for members. It persisted until about 1900 and finally suspended operations apparently as a result of its failure to adapt instruction to the ability and requirements of the students (Bittner and Mallory, 1935:4).

Ten years following the inception of the Boston Society, a number of professors from Johns Hopkins, Harvard, Wisconsin, and other institutions united to form a Correspondence University, the term "University" applied to its range of curricula offerings, though the consortium did not grant degrees. This agency soon disappeared, probably because of its looseness of organization (Bittner and Mallory, 1935:15).

Chautauqua

In 1874 a new and unique form of popular education began in New York on Lake Chautauqua, originally the site of Methodist camp meetings. The organizers were interested in religious and educational work. In the beginning, a summer assembly was organized for the training of Sunday school workers of the Methodist Church but soon the program became much wider in scope. The program proved so successful that other denominations later affiliated with the Chautauqua (Hurlbut, 1921:23-29).

New features were added from time to time and the Chautauqua,
though maintaining its religious character, was broadened to include a variety of educational ventures. In 1878 the Chautauqua Literary and Scientific Circle for the advancement of home reading was begun. This program was devised to furnish reading guides for those desiring to continue general study under guidance. Local groups were encouraged to organize for mutual study and discussion. In the summer of 1879 the Chautauqua Normal School of Languages was inaugurated, with it was allied a "teachers retreat" for the "training of secular teachers" in educational methods (Hurlbut, 1921:150-160). This marked the beginning of the Chautauqua summer schools.

The successful summer schools at Chautauqua did much to spread this educational innovation among many colleges and universities, though some institutions had inaugurated summer schools prior to the establishment at Chautauqua, notably Harvard (Monroe, 1911:451).

While many features of university extension were borrowed from England, the English in turn borrowed from the Chautauqua the idea of summer schools, which were initiated at Oxford in 1888 (Draper, 1923:2). The idea of the English Home Reading Circles and of the National Home Reading Union was also "consciously borrowed" from Chautauqua (Draper, 1923:3).

In 1883 a charter was obtained from the state legislature of New York for the Chautauqua College of Liberal Arts, through which collegiate instruction was offered by correspondence. The college was given authority to grant the usual college and university degrees (Bittner and Mallory, 1935:17).

The correspondence instruction was carried on as an auxiliary
to the regular summer school program of Chautauqua. In the same year, William Rainey Harper of the Baptist Theological Seminary at Morgan Park, Illinois, became associated with Chautauqua and helped organize correspondence instruction, having previously initiated correspondence courses at the seminary in 1879 (Bittner and Mallory, 1935:17).

When Harper was subsequently made president of the newly organized University of Chicago, two features of the Chautauqua program, namely, correspondence instruction and the summer school, became integral parts of the University with its inception in 1892. Correspondence instruction by Chautauqua continued until 1900, when it was suspended since correspondence study was being offered by colleges and universities (Bittner and Mallory, 1935:20-22).

In the 1880's the Chautauqua served as a propaganda agency for university extension. Bishop Vincent visited England in 1880 and again in 1886.

He was so impressed with the manifest growth of the extension movement that he resolved to urge a similar work in connection with Chautauqua....No practical steps were taken, however, until the summer of 1888, when the first definite American plan for 'Chautauqua University Extension' was drawn up at Chautauqua by Dr. H. B. Adams, with the approval of Bishop Vincent and his son and assistant, George E. Vincent, together with Dr. Harper, Dr. Richard T. Ely, and Frederick Starr, who formed the original central committee for promotion of the new idea (Review of Reviews, 1891:602).

**English University Extension**

The first introduction of the English system of University extension was said to have been made in 1887 when Professor Herbert B. Adams addressed the annual meeting of the American Library Association on the subject of University extension. The interest aroused by Adams
led to the development of extension work under the auspices of public libraries in Buffalo, Chicago, and St. Louis (Reber, 1914:6).

Two years later, Teachers College, later incorporated with Columbia University announced extension courses for teachers of New York and the neighboring towns and cities (Reber, 1914:6). At Columbia, until the year 1910-11, extension activities were carried on under the direction of the trustees of Teachers College; but beginning with that year, the University took full control, with a director being placed in charge of the work (Proceedings of National University Extension Association, 1915:2).

In 1888, Melvil Dewey, the librarian of Columbia University, addressed the regents of the University of the State of New York in the interest of university extension. He proposed the introduction of extension teaching in connection with public libraries. Three years later the first appropriation for university extension for New York was made in the sum of $10,000 (Reber, 1914:7).

In 1890, on the initiative of William Pepper, Provost of the University of Pennsylvania, the Philadelphia Society for the Extension of University Teaching was organized. George Henderson, its first secretary, was sent to England in the summer of 1890 to study, and later returned with a favorable report on the English system of extension. Local extension centers, modeled after the English plan, developed lecture programs in eastern cities and various parts of the country (James, 1893:367).

University Extension in the United States

Local extension centers were organizations operating in the
main independently of the universities. They were formed by libraries, Young Men's Christian Associations, clubs, or by interested groups of citizens. Lectures on literature, the natural sciences, the social sciences, and a variety of subjects patterned after English extension, were the main forms of educational activity, though some systematic class work was also carried on by centers. The extension centers had no connection with universities other than the fact that many of the lecturers were secured from nearby universities. Though university men were involved in extension activity, the extension movement began independently of the universities. It was later taken up by the universities in response to public demand. The universities lagged rather than led in taking up this function (Reber, 1914:39-43).

The first efforts to connect the machinery and social ideology of university extension with outstanding universities began at Wisconsin and Chicago (Woytanowitz, 1974:56).

At the University of Wisconsin and the University of Chicago, however, university extension was what its name asserted; it sprang from a university and not from an independent society (Woytanowitz, 1974:56).

Farmers institutes constituted the earliest attempts at university extension. These institutes, begun in Wisconsin in 1885, consisted of demonstrations and a series of lectures conducted by university professors throughout the state. The university did not initiate these short courses out of concern for the farmers; rather the demands of farmers for a separate agricultural college forced the university to make concessions in order to avoid the appearance of
contesting for public funds in the legislature. The farmers' institutes operated under an organizational plan which was similar to extension in England. The university served as a central office and handled requests for institutes from local groups of farmers. The institutes were successful in attracting adequate numbers of farmers to lectures. Through the institutes the university was active in blunting potential opposition of farmers and their legislative allies (Rosentreter, 1957:17-22).

The content of the farmers' institutes was different from university extension as perceived by the English. The idea evolved that if the university could provide special preparation for farmers it could provide for other groups, and in 1888 began a summer school for teachers (Rosentreter, 1957:17-22).

There was a coincidence between the establishment of summer schools and the growth of university extension. Woytanowitz stated:

Extension societies in England had developed summer sessions solely for regular extension students...Thus, the decision of the University of Wisconsin to begin a summer school can be viewed as a further expression of the viewpoint that the university has a special relationship to the people it serves (Woytanowitz, 1974:57).

University of Chicago Extension

In 1892 the University of Chicago was inaugurated, and in President Harper's plan, university extension was included as an integral unit of the university. Harper was an enthusiastic admirer of the British extension plan, however he wanted to develop it in his own fashion. He was deeply convinced of the importance of the spread of scholarly knowledge to the men and women who could profit from it.
Harper wrote:

To provide instruction for those who, for social or economic reasons, cannot attend in its class-rooms is a legitimate and necessary part of the work of every university. To make no effort in this direction is to neglect a promising opportunity for building up the university itself, and at the same time to fall short of performing a duty which, from the very necessities of the case, is incumbent upon the university. It is conceded by all that certain intellectual work among the people at large is desirable; those who believe in the wide diffusion of knowledge regard it as necessary. All are pleased to see that it is demanded. This work, while it must be in a good sense popular, must also be systematic in form and scientific in spirit, and to be such it must be done under the direction of the university, by men who have had scientific training. For the sake of the work, it should in every instance come directly from the university, that thus (1) there may be a proper guarantee of its quality; (2) character may be given it; (3) continuity may be assured; (4) suitable credit may be accorded. The doing of the work will (1) do much to break down the prejudice which so widely prevails against an educated aristocracy; (2) give to a great constituency that which is their just right and due; (3) establish influences from which much may be expected directly for the sake of the university; (4) bring inspiration to both professor and pupil in college and university; (5) bring the university into direct contact with human life and activity (Houle, 1973:139).

This statement of Harper's guided the establishment of extension programs and the thrust of his statement is still considered relevant today. Extension still had many battles to win before general acceptance of the idea came to fruition.

Though Herbert Adams had been an early enthusiast for extension he wrote a stinging report for the United States Commissioner of Education which charged that extension had failed for at least five major reasons:

(1) lack of suitable lecturers, (2) lack of financial support, (3) inability of university men to carry the extra burden of travel and teaching, (4) the greater claims of academic service on college campuses where enrollments were just beginning their rapid increase, and (5) the development of less expensive ways of popular education (Houle, 1973:139).
Sustained by Harper's enthusiasm and the work of brilliant administrators and professors, the Chicago pattern of extension prevailed, in contrast to the rather haphazard manner of the University of Wisconsin. At the University of Chicago an elaborate bureaucracy under the office of director of extension was organized (Houle, 1937: 140).

At the University of Wisconsin, no central office was developed. Apparently, individuals or groups wrote directly to a professor in whom they were interested and waited for his reply. With its loose structure, Wisconsin's program avoided the need of a central office, and the administrative expense which such an office entailed (Woytanowitz, 1974:60-61).

The most important characteristic of university extension as practiced by the Universities of Wisconsin and Chicago was the control exerted by the universities themselves. The universities cherished their autonomy to arrange programs and to offer or not to offer as much or as little extension as they wished (Woytanowitz, 1974:72).

The years between 1892 and 1899 marked the high point of the first wave of extension activity. During these years extension found acceptance among the educational community.

Further Efforts By National Organizations

In 1891 the American Society for the Extension of University Teaching convened the first National Congress on University Extension in Philadelphia. This society became the largest independent extension throughout the United States (Woytanowitz, 1974:51-53).

Despite the efforts of the American Society to provide a
national set of norms, universities and societies throughout the country deviated from the norms. In some cities like New Orleans and Cincinatti, extension was a continuation of a system of free public lectures, with only a change in name. In Philadelphia, Michigan and Indiana, extension adhered closely to the English model. At another extreme, in California extension was little more than regular credit courses offered off campus. Generally, extension referred to classes in literature, history, and the social sciences, but at Rutgers, courses in agriculture were included in extension (Woytanowitz, 1974: 53).

The number of courses provided by the American Society during its first 10 years will be found in data presented in Table 1. Activity level increased tremendously during the ten year period. Lecture attendance increased from 55,000 to 136,000. Class attendance increased from 12,000 to 58,000.

Extension programs made limited curricular advances and attempted no daring experiments. Since most of the people who attended the classes never attended college, they wanted to study subjects commonly found in college rather than anything new (Report of the Commissioner of Education for the Year 1893-1894, 1896:194).

The diversity of institutional arrangements characterized extension in America. Extension had adapted itself to the American scene and had been transformed from the English to the American system.

University extension was the greatest contribution to educational thought or practice in the late 19th century in that it developed the concept of adult education. Prior to this movement, most
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<td>72,000</td>
<td>75,000</td>
</tr>
<tr>
<td>1897-98</td>
<td>79</td>
<td>446</td>
<td>108,000</td>
<td>24,000</td>
</tr>
<tr>
<td>1898-99</td>
<td>89</td>
<td>497</td>
<td>131,000</td>
<td>21,000</td>
</tr>
<tr>
<td>1899-1900</td>
<td>95</td>
<td>559</td>
<td>136,000</td>
<td>58,000</td>
</tr>
<tr>
<td></td>
<td>954</td>
<td>5,643</td>
<td>1,085,000</td>
<td>310,000</td>
</tr>
</tbody>
</table>
adult education ventures had been independent of formal educational institutions. Extension was a mixed breed featuring both independent societies and university extension division. Following extension work, most adult education efforts were products of formal educational institutions (Hurlbut, 1921:35).

Extension at Louisiana State University

The first extension work offered by Louisiana State University was agricultural in nature. It was designed to carry the findings of the college and experiment stations to the farmers of the state. Professor William Dodson was the first to organize such a program. Lecturing groups went in pairs and included members of the University faculty, instructors of the Agricultural College, as well as farmers of practical and progressive experience. The gatherings were Farmers' Institutes, and usually covered two and three day periods. In 1902, forty-five of these institutes were held (Williamson, 1951:31-32).

Factors other than the scientific developments and their importance in the practice of farming were discussed, however, the thrust of these meetings was the improvement of farming techniques. At first the faculty members and the farm leaders gave their services freely, but in 1897 an appropriation was made by the legislature to help defray expenses (Williamson, 1951:31-32).

Agricultural societies furnished leadership in promoting the movement around the state. Wherever a society was established a Farmers' Institute invariably followed. Institute meetings were held in the summer when members of the Agricultural College were available for lecture service (Williamson, 1951:33).
There was great need for such a service. Sugar planters were faced with tremendous problems induced by a parasitic disease. Southwestern Louisiana was becoming interested in the production of rice as a new farm enterprise (Williamson, 1951:33).

The message had a varied response. A story was told of a farmer who, having heard a lecture on the value of soybeans in restoring the value of worn-out lands rejected the idea that he could be taught by a college professor by responding, "I've worn out two farms, you can't tell me how I ought to farm" (Williamson, 1951:34).

Under the new scientific influence, however, skepticism began to disappear. The theme of better farming methods was consistently emphasized.

According to Williamson the Farmers' Institutes succeeded in stimulating the movement for better roads as a means of facilitating problems of the farmer. "Most of the roads were difficult to travel... The Farmers' Institutes took steps to arouse public opinion in favor of better roads, although it was many years until full fruitage of their efforts was realized" (Williamson, 1951:36).

Organization of boys' clubs throughout Louisiana stimulated widespread public interest in the state's agricultural possibilities and led to the inauguration of "agricultural train" demonstration tours. The theme of the trains was the importance of diversification in agriculture. The trains proved to be an outstanding success. Women discussed such subjects as food preparation, nutrition, sanitation and health. Information for the men included methods of planting and cultivating besides information on control of diseases of animals and
plants. The demonstration trains served the purpose of stimulating the public consciousness not only in rural districts but also among the business and professional elements in large towns (Williamson, 1951:61-62).

Agricultural extension preceded the general extension activities. Through agricultural extension, however, people throughout the state, in cities, towns, and in rural areas began to expect service and assistance in coping with their problems from Louisiana State University (Williamson, 1951:36-37).

Summary

University extension was mainly English in origin. However, the idea upon transport to the United States fostered unique institutions - the American Lyceum and the Chautauqua. The goals of the American Lyceum were the advancement of education and general diffusion of knowledge. Although originally religious in motivation Chautauqua broadened its goals and began a successful summer school program for teachers. These summer schools did much to foster innovations among many colleges.

The University of Chicago and University of Wisconsin were leaders in the extension movement. Extension work initially at Louisiana State University was agricultural in nature, but there was a great need for expanded service.
Chapter 2

THE ADMINISTRATION OF DIRECTOR

C. H. STUMBERG (1924-31)

Background

President Thomas H. Boyd, (undated letter) stated that he was under pressure from individuals and various groups around the state as well as the State Superintendent of Education, to make more fully available the resources of the University to persons who were unable to travel to Baton Rouge to "use" the university (Boyd, undated letter).

In the handwritten letter to Charles H. Stumberg, President Boyd charged the extension committee to study extension programs around the country and make recommendations for a program of extension at the University. He cited to the committee, through the note to Stumberg, many of the pressures he faced. He noted that the University of North Carolina and University of Wisconsin were providing "worthwhile services" for their citizens and appealed to the committee "to formulate a program and to make recommendations which will allow citizens of the State to make fuller use of the University" (Boyd, undated letter).

Boyd further stated that "...many teachers are poorly prepared academically for their tasks at hand, but cannot afford either time or money for full-time study in Baton Rouge" (Boyd, undated letter).
University Extension Committee

The University Extension Committee in 1923 and 1924 consisted of C. H. Stumberg, Chairman; William H. Dalrymple; Albert G. Reed; Theodore N. Farris; Samuel T. Sanders; and William Perkins (University Bulletin, 1923:42).

The University Extension Committee or Boyd apparently appointed a Committee on Correspondence Courses to study the feasibility of the University offering correspondence courses for credit. A letter to President Boyd from O. Nichols, dated January 1, 1924, referred to the "Committee on Correspondence" and went on to assure Boyd that "all demands for mathematics by correspondence will be promptly taken care of" (Nichols, 1924). He also stated, "...all courses scheduled in our annual catalogue will be open to students by correspondence" (Nichols, letter, 1924).

On June 16, 1924, it was recommended to the Louisiana State University Board of Supervisors that a new agency, University Extension, be established with C. H. Stumberg as Director (Board of Supervisors, Minutes, 1924). His duties as Director were to begin July 1, 1924.

Mr. Stumberg, undoubtedly, had the complete faith and confidence of Boyd. In addition to his new responsibilities as Director, he was already serving on several committees, professor of languages, postmaster, bookstore manager, and librarian. None of his previous responsibilities were waived by the board and for his new responsibilities he was given a $250.00 increase in salary bringing his salary to $4,250.00 (Board of Supervisors, Minutes, 553).
Program at Louisiana State University Prior to 1924

Although not officially organized until 1924, short courses were held for farmers and for members of boys and girls clubs during the summer months. In addition to these programs, which carried no university credit, classes for credit were offered from time-to-time around the state with an instructor from the University responsible for the content (Sheets, Personal Statement, 1974).

Organization of Correspondence Study

Boyd wasted no time in implementing the new division. A memorandum from President Boyd to the faculty was circulated on July 17, 1924. It called for a meeting to be convened in the faculty room at 4:15 p.m. on Friday, July 18, "...for the purpose of preparing a preliminary publication on correspondence courses," He urged that "...every faculty member should be present" (Boyd, Memorandum, 1924).

President Boyd called for the following information:

"...names and numbers of the courses that were to be given by correspondence and the names of the professors who were to give the courses...to be written out beforehand and ready to hand in. Slight changes can be made at the faculty meeting. We intend to distribute to the summer school student body a brief announcement showing what correspondence courses will be given when school opens in the fall"(Boyd, Memorandum, 1924).

One faculty member, H. W. Stephens, of the Department of Music responded with a letter stating:

On account of the fact that I had previously promised to assist in giving the program for the children of the two orphan homes and other unfortunates at four o'clock this evening, it will be impossible for me to attend the meeting scheduled for this afternoon in regard to correspondence work (Stephens, letter, 1924).

Stephens was apparently unimpressed with the motion of
offering music courses by correspondence and continued:

Pedagogically speaking, music is like language; it must be learned in its beginning through the ear, like the mother tongue. For this reason there is not much that may be offered in the department of music for credit by correspondence (Stephens, letter, 1924).

The Department of Music did, however, offer three courses of composition and three courses of music history (Correspondence Study Records, 1924).

Apparently there was a need to convince the faculty of the efficacy of correspondence teaching. Data were gathered from the University of California, University of North Carolina and LaSalle Extension University which pointed out the advantages of study by mail (Correspondence Study Records, undated).

Some of the arguments used to support the validity of this method were:

Correspondence instruction especially develops self-reliance, courage, resourcefulness, persistence, concentration, clear thinking, and thoroughness - all admirable personal qualities for larger success. There is no mollycoddling environment....The student is not taken away from the practical affairs of life into the artificial atmosphere of college....The student studies at home....He stays on the job. He learns while he earns....The student progresses just as fast as his time and ability permit. He is not held back by the slow or lazy student. He is not rushed over difficult areas he does not understand....All lessons, lectures, and instructions are supplied in written form. Most people learn more easily through the eye than through the ear. They remember more easily what they see and read than what they hear - A strong point in favor of the eye presentation of correspondence instruction. (Correspondence Study Records, undated).

The University of North Carolina Extension Bulletin was also used to provide arguments for adopting correspondence study. It stated:

Correspondence study offers unusual advantages for individual
study. The powers of initiative, concentration, self-reliance, and habits of study are developed to a degree not found in the class-room, because in correspondence study the student is constantly thrown upon his own resources and recites all of each lesson. The processes involved in the singling out of individual points and the elimination of the non-essential, the organization of one's thoughts regarding written form in good, clear, concise English, are the processes which make this form of study so valuable. It must be clear to anyone familiar with the physical impediment. For these reasons, the late Dr. William Rainey Harper of the University of Chicago said: 'The work done by Correspondence is better than that done in the class-room.' President Roosevelt also gave this movement of modern times his approval by saying that in his opinion it was one of the remarkable improvements of the age (North Carolina Extension Bulletin, 1924:25).

In addition to these strong arguments, data were gathered on the cost of correspondence courses around the country. These costs are shown in Table 2 (Correspondence Study Records, 1924).

Data gathered from the University of California pointed out that "...teaching by correspondence had long since passed the experimental stage....and offered substantial advantages" (Correspondence Study Records, undated).

It was further pointed out that "...correspondence instruction was first offered by the University of California in 1913, when about 450 persons undertook work in less than 20 courses" (Correspondence Study Records, undated). The tremendous growth of correspondence study at the University of California was cited, stressing that:

Four times that number of persons were enrolled in the following year; and from that time the number of enrollments has been increasing from year to year. Courses and instructors have been added in response to an insistent demand. During the past year approximately 6,000 persons were enrolled in more than 150 courses (Correspondence Study Records, undated).

These arguments and data presumably stilled the opposition and paved the way for successful implementation of the program.
**TABLE 2**

FEES CHARGED FOR CORRESPONDENCE COURSES AND DISTRIBUTION OF FEES

<table>
<thead>
<tr>
<th>Institution</th>
<th>Fee Charged Per Lesson</th>
<th>Professor's Fee</th>
<th>Maintained by Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>.40</td>
<td>.25</td>
<td>.15</td>
</tr>
<tr>
<td>Chicago</td>
<td>.40</td>
<td>.35</td>
<td>.05</td>
</tr>
<tr>
<td>Colorado</td>
<td>.50</td>
<td>.50</td>
<td>---</td>
</tr>
<tr>
<td>Indiana</td>
<td>.45</td>
<td>.45</td>
<td>---</td>
</tr>
<tr>
<td>Iowa</td>
<td>.50</td>
<td>.50</td>
<td>---</td>
</tr>
<tr>
<td>Kentucky</td>
<td>.50</td>
<td>.375</td>
<td>.125</td>
</tr>
<tr>
<td>Minnesota</td>
<td>.50</td>
<td>.42</td>
<td>.08</td>
</tr>
<tr>
<td>Missouri</td>
<td>.30</td>
<td>.25</td>
<td>.05</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>.50</td>
<td>.375</td>
<td>.125</td>
</tr>
<tr>
<td>Florida</td>
<td>.25</td>
<td>.50</td>
<td>.25</td>
</tr>
</tbody>
</table>

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According to Miss Grace Sheets: "Mr. Stumberg was greatly respected on campus and many people went along with this program out of deference to him" (Sheets, Personal Statement, 1974).

The meeting to organize correspondence study was held as announced. Those persons in opposition to the idea, if any, were apparently silent in the meeting. Memorandum in the files of the Correspondence Study Department cited "...the prompt and full cooperation of the summer school faculty in getting out the preliminary announcement of correspondence courses" (Correspondence Study Records, 1924).

The schedule of events listed below illustrated the cooperation on and off campus in getting the project started.

1. The material was in hand by 5:30 on Friday, July 18th.
2. Mrs. Dunn's help put it in typewritten form by 9:00 p.m.
3. The President approved it by 10:00 p.m.
4. Mr. Himes had the printer ready to go at 9:00 a.m. Saturday morning.
5. Mr. Ortlieb delivered the first copies at 3:00 p.m. on Saturday, and the entire run of 1,500 by 10:00 a.m. Monday.
6. Every summer school student had a copy by Tuesday.
7. Student number one registered Tuesday afternoon (Correspondence Study Records, undated).

The first student to enroll and complete a correspondence course at Louisiana State University was John Blanchard Lisenby, principal of the Bayou Chicot High School in Evangeline Parish. Mr. Lisenby enrolled in a French course and sent his lesson every day from Shreveport to Baton Rouge which was corrected at the University. On August 26, 1924, he took the final examination under the supervision
of Miss Mary Dingle, principal of the Alexander School at Shreveport.
His final grade for the course was 97 (Shreveport Times, 1924).

At the meeting of July 18, acknowledgment was made that "...not every professor will want to do correspondence teaching" (Correspondence Study Records, 1924). It was pointed out however, that as departments developed, specialists in correspondence teaching would be developed or brought in from the outside. It was clear that individuals might be excused from correspondence opportunities offered (Correspondence Study Records, undated).

Stumberg sought to "pool" the knowledge of those who had experience with correspondence study with those who were unfamiliar with the technique. He wanted to set himself up as a "clearinghouse" and get the experienced and unexperienced together. It was to his credit that he did not act as the central repository of information regarding correspondence. Mr. Stumberg remarked to Miss Sheets: "I may be in over my head with this thing; you know my knowledge is all second-hand" (Sheets, Personal Statement, 1974).

Stumberg called on the faculty members to "...learn all they can about extension work in general, and correspondence work in particular" (Correspondence Study Records, 1924). He stated that he would be glad to have reports from them when they returned (Correspondence Study Records, 1924).

Mr. Stumberg was described by Miss Sheets as a "...big and energetic man,...interested in everything....a real scholar and gentleman. He seemed to have the ability to see into the future and could grasp ideas real quick" (Sheets, Personal Statement, 1974).
had great amounts of energy to fulfill his many responsibilities as postmaster, bookstore manager, librarian, professor, and now Director of University Extension. "Mr. Stumberg would often wear a starched, stiff collar which would wilt in the heat, but he would disregard it (the heat) and keep on working" (Sheets, Personal Statement, 1974).

**Description of University Extension Activities**

The new division offered instruction of two kinds: correspondence study classes and extension classes. The correspondence courses were prepared and conducted by members of the regular University faculty and the work covered by each course was substantially the same in scope and content as that offered in the course when taught on campus to resident students. Some of the extension courses were taught by members of the regular University faculty who made periodic trips to meet their extension classes: Others were taught by special extension instructors who were employed to devote their entire time to extension teaching. Most of the courses taught were duplicates of courses offered at the University to resident students (University Bulletin, 1927:145).

The University Bulletin explained the purpose of the new division:

The extension division is maintained for the purpose of carrying the benefits of University instruction to teachers and other citizens of the State who desire to pursue well organized and systematic courses of study of college grade, but who find it either impossible or impracticable to enroll for such work in residence at the University in Baton Rouge. Since these citizens cannot come to the campus for instruction, the University goes to them; thus the benefits of high grade instruction in collegiate subjects are carried to all parts of

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the state (*University Bulletin, 1927:145*).

The only requirement for admission to a correspondence course or an extension class was the ability to pursue the course desired with profit. The Bulletin further stated that those who wanted college credit must state this fact in advance and comply with all the entrance requirements of the University. Graduate credit was not allowed for correspondence courses (*University Bulletin, 1927:145-146*).

The fee for each term course in correspondence and for extension classes was $10.00 (*University Bulletin, 1927:148*).

Examinations in either correspondence courses or extension classes were optional, but mandatory in all cases where University credits were sought (*University Bulletin, 1927:148*).

**Initial Year 1924-25**

University extension activities during the initial year (1924-25) centered around the organization of correspondence study and extension classes. Director Stumberg proceeded cautiously in establishing the extension idea firmly in the faculty's mind as a viable program that would do much good. After the first year's activity Stumberg, in a letter to President Boyd noted:

We have gone forward in University Extension as rapidly as proper. It takes time to accustom members of the faculty to this new work, and to give them a chance to see something of its advantages to students and to the institution (Board of Supervisors' Minutes, 1925).

Correspondence study enrolled 109 students in 53 different courses taught by 20 teachers the first year. In Table 3 is presented enrollment data for extension classes in 1924-25. Most of
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Place</th>
<th>Subject</th>
<th>Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>L. L. Cooper</td>
<td>Baton Rouge</td>
<td>Drawing 1</td>
<td>10</td>
</tr>
<tr>
<td>I. P. Foote</td>
<td>Baton Rouge</td>
<td>Education 46</td>
<td>20</td>
</tr>
<tr>
<td>I. P. Foote</td>
<td>Baton Rouge</td>
<td>Education 47 &amp; 48</td>
<td>9</td>
</tr>
<tr>
<td>I. P. Foote</td>
<td>Hammond</td>
<td>Education 48e</td>
<td>13</td>
</tr>
<tr>
<td>Miss Goldenberg</td>
<td>Shreveport</td>
<td>Methods 2</td>
<td>15</td>
</tr>
<tr>
<td>Miss Goldenberg</td>
<td>Shreveport</td>
<td>Methods 3</td>
<td>19</td>
</tr>
<tr>
<td>H. L. Garrett</td>
<td>Baton Rouge</td>
<td>Education 37</td>
<td>16</td>
</tr>
<tr>
<td>H. L. Garrett</td>
<td>Baton Rouge</td>
<td>Education 38</td>
<td>16</td>
</tr>
<tr>
<td>Dr. H. V. Howe</td>
<td>Shreveport</td>
<td>Geology 72a</td>
<td>26</td>
</tr>
<tr>
<td>Dr. H. V. Howe</td>
<td>Shreveport</td>
<td>Geology 72b</td>
<td>17</td>
</tr>
<tr>
<td>C. A. Ives</td>
<td>Lafayette</td>
<td>Education 13</td>
<td>11</td>
</tr>
<tr>
<td>C. A. Ives</td>
<td>Lafayette</td>
<td>Education 14</td>
<td>14</td>
</tr>
<tr>
<td>C. A. Ives</td>
<td>Lafayette</td>
<td>Education 15</td>
<td>14</td>
</tr>
<tr>
<td>Miss Newton</td>
<td>Shreveport</td>
<td>Methods 1</td>
<td>18/268</td>
</tr>
</tbody>
</table>

Number of Different Students 150
the courses were offered to teachers (Board of Supervisors' Minutes 1925).

Budget

Budget figures for extension activities were not official until 1939-1940. However, Director Stumberg made some budget reports to the president and to the Board of Supervisors which were probably accurate. Miss Grace Sheets reported that Director Stumberg was:

....a very able administrator on the whole, but had a heart of gold. More than once charities in Baton Rouge would come to him for money and I would be told to draw them a check for his signature. I would whisper to him, 'Mr. Stumberg you're already overdrawn at the bank,' he would borrow a few dollars from the bookstore account to give to the charities. But, he would always pay it back at payday. He was as honest as the day is long, but he couldn't say no....but we always got the books to balance....(Sheets, Personal Statement, 1974).

Income from extension teaching the first year amounted to $1,482.50. Correspondence study brought in $1,665.00 for a combined total of $3,147.50 (Board of Supervisors' Minutes, 1925).

No records could be found verifying expenses that first year, but the report went on to state that correspondence study and extension teaching were supporting themselves,"....but not paying the costs of running the office and the salary of the head of the Division, which should not be expected" (Board of Supervisors' Minutes, 1925). This pattern of self-support established in 1924 was continued.

Director's Proposals After Initial Year

After the initial year Director Stumberg eagerly looked forward to the second year of operation by making some proposals and announcements to widen the scope of University Extension. He proposed to
hire a full-time professor in extension to teach education courses (Board of Supervisors' Minutes, 1925).

He was impressed in a visit to North Carolina by an extension teaching program for physicians. He began formulating plans for a similar program in Louisiana that would not cost the University anything if it enrolled enough doctors (Board of Supervisors' Minutes, 1925).

He began making plans to put in a package library bureau at the urging of extension leaders (Board of Supervisors' Minutes, 1925). He apparently saw an opportunity to promote library services as well as provide another service through extension.

He reported to the Board of Supervisors that he had written Yale University Press to announce that he was ready to distribute their films to high schools of Louisiana "...whenever Yale University Press is ready for us to do so" (Board of Supervisors' Minutes, 1925).

Stumberg announced that he was ready to make systematic distribution and "proper announcement" in September of French phonograph records to the teachers of French in high schools in Louisiana. Extension possessed over two hundred records, he reported (Board of Supervisors' Minutes, 1925).

**Enrollment and Budget 1925-26**

Director Stumberg described, with a great deal of pride, the activities of the new Division in its second year. The following information was included in a letter from Stumberg to President Boyd:

During the year the University Extension Division reached by correspondence courses 121 different persons, for which we received $1,774 and paid to professors $867.23.
Extension teaching classes enrolled 517 different individuals in 15 centers, under six professors. Of the 517, about 400 were teachers, many were principals and superintendents, the great majority were among the leaders in the community.

We spent for all of our activities nearly $19,000 and collected from students nearly $11,000, leaving the net cost of the Extension Division to the University something over $8,000. This means $13 each for 638 students. The full time students take approximately eighteen hours a week. The extension students take approximately three hours. This is 1/6 as much. To make the figures comparable with the cost of regular students, we multiply the $13 by 6 and get $78. This figure is very low when compared with the cost per student on the campus which must be in the neighborhood of $400 (Stumberg, 1926).

The number of registrations for the years 1925-31 is compiled in Table 4. Registrations ranged from 562 to 1,060. Growth of the Division was dramatic and consistent until the depression years. As noted, most of the persons who availed themselves of extension services were teachers (Correspondence Study Records, 1925).

The budget varied, generally in proportion to the number of registrations. It was felt that the amounts presented in Table 5 represented budget requests which were approved, but no conclusive evidence was available to indicate these amounts were appropriated and expended in this manner (McDermott, Personal Statement, 1974).

**Instructional Practices**

Extension teaching had been conducted around the state on an informal basis before University Extension was formally organized. These classes were continued and offerings expanded after formal organization was accomplished (Correspondence Study Records, undated).

Records indicated that a course in petroleum geology was offered in Shreveport in 1923-24 and was continued in the session 1924-25.
### TABLE 4

**ENROLLMENT DATA FOR UNIVERSITY EXTENSION 1925-1926 THROUGH 1930-1931**

<table>
<thead>
<tr>
<th></th>
<th>1925-26</th>
<th>1926-27</th>
<th>1927-28</th>
<th>1928-29</th>
<th>1929-30</th>
<th>1930-31</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Extension</td>
<td>517</td>
<td>482</td>
<td>645</td>
<td>813</td>
<td>531</td>
<td>283</td>
</tr>
<tr>
<td>Correspondence</td>
<td>121</td>
<td>156</td>
<td>149</td>
<td>247</td>
<td>356</td>
<td>279</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>638</strong></td>
<td><strong>638</strong></td>
<td><strong>794</strong></td>
<td><strong>1,060</strong></td>
<td><strong>887</strong></td>
<td><strong>562</strong></td>
</tr>
</tbody>
</table>
TABLE 5

BUDGET DATA FOR UNIVERSITY EXTENSION 1925-1926
THROUGH 1930-1931

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1925-26</td>
<td>$19,000</td>
</tr>
<tr>
<td>1926-27</td>
<td>22,000 *</td>
</tr>
<tr>
<td>1928-29</td>
<td>26,000</td>
</tr>
<tr>
<td>1929-30</td>
<td>31,000</td>
</tr>
<tr>
<td>1930-31</td>
<td>26,000</td>
</tr>
</tbody>
</table>

* Estimated by Stumberg in a report to the LSU Board of Supervisors
Extension courses for students in education were held in Baton Rouge, Port Allen, and Lafayette. These classes consisted of twelve meetings of two hours each or six meetings of four hours each. The normal practice was for the teacher to lecture for an hour, rest, and "continue with some kind of recitation work or discussion." Assigned reading and reports were required, depending on the nature of the course and the degree for which the student was a candidate. The courses were usually at night (Director's Records, undated).

Stumberg in another memorandum to the members of the faculty explained that the courses might be the "...exact equivalent of work given in the University, or they might be courses gotten up specially for extension classes" (Director's Records, 1926). He went on to point out university entrance requirements would be strictly applied or the extension courses could be offered to "...Women's Clubs, Business Clubs, Rotary Clubs, and Chamber of Commerce, without regard to such requirements" (Director's Records, 1926).

No explanation could be found as to why individuals who were members of organizations of these types might be exempt from regular entrance requirements.

Students paid $10.00 for each extension course. Six dollars of this was paid to the instructor and $4.00 was used for travel. Thus, from a class of fifteen students the instructor received $90.00 per term and his travel expense (Director's Records, 1926).

For correspondence courses, students paid $10.00 for each course, of which $8.00 went to the instructor and the remaining $2.00 went toward
overhead expenses, and presumably was retained by the Extension Division for supplies (Director's Records, 1926).

Fees were raised in 1928. Correspondence courses of three semester hours cost fifteen dollars and a correspondence course of two semester hours or less cost ten dollars. The usual fee for a one semester course in an extension class was fifteen dollars (Louisiana State University Catalogue, 1928-1929:159).

Other Activities

In April, 1925, the Division was admitted to the National University Extension Association, the membership of which was limited to extension divisions of colleges and universities of recognized standing whose aim is educational service (University Bulletin, 1927:147).

Mr. Stumberg was elected in 1927 to serve on the executive committee of the NUEA (Proceedings of the National University Extension Association, 1927:4).

The Division was housed in the old pentagon barracks between the bookstore and the post office. By locating the Division here Mr. Stumberg was able to attend to his other responsibilities more easily (Triche, Personal Statement, 1974).

However, when the new campus opened it was necessary to move. Mr. Stumberg had to organize the bookstore and post office before the other departments moved, therefore the Extension Division was the second department to move. The Division was housed in Hill Memorial Library. The Division now had two offices and "...all kinds of room, everyone was on top of the world" (Triche, Personal Statement, 1974).
At that time it was felt that the most feasible method of advancing in public schools was to go to summer schools and take courses. Mr. Stumberg believed that a service needed to be provided for these teachers who were unable to travel to Baton Rouge to take courses. He hired Dr. F. O. Kraegar to serve as the first full-time extension teacher in Louisiana to travel around the state offering courses in education and psychology. Kraegar was credited by Mrs. Triche as the originator of the concept of three hour class sessions in Louisiana and also night classes at Louisiana State University when night classes were begun. According to Mrs. Triche and Miss Sheets "....teachers flocked in." Kraegar also taught classes on Saturday morning which was quite innovative at that time (Triche and Sheets, Personal Statements, 1974).

The Extension Division arranged for the distribution of the Yale University "Chronicles of America Photoplays" to the public schools of the State. These consisted of "high grade" motion pictures which depicted stirring events in history from the voyage of Columbus to the Civil War (University Bulletin, 1927:148).

French phonograph records designed as an aid in teaching French were also made available to teachers through the Division (University Bulletin, 1927:148).

Under Mr. Stumberg's direction the Division grew and its reputation flourished. Many persons were eager to teach extension classes for professional and for economic reasons, however some persons taught classes many times while others hardly, if ever, taught extension classes. Thus, jealousy arose on the part of some faculty members who
claimed Mr. Stumberg had "favorites" whom he allowed to teach. Consequently, after James Monroe Smith became President of the University, this discontent led Smith to replace Mr. Stumberg as Director of University Extension. He was very bitter, as was his family, at being "let out." He returned to teaching and his library duties (Sheets, Personal Statement, 1974).

Summary

President Boyd appointed C. H. Stumberg to devise a plan to make the resources of the University more fully available to the citizens of Louisiana. Mr. Stumberg's plan of extension activities was patterned after comparable institutions and primarily served teachers through extramural teaching and correspondence courses.

The philosophy of service to all sections of the State was established and fiscal policies were set that were to earmark extension activities.

Some faculty members were discontent with Mr. Stumberg and after James Monroe Smith became President, Mr. Stumberg was replaced as Director. He returned to teaching and his library duties.
Chapter 3

THE ADMINISTRATION OF DIRECTOR P. H. GRIFFITH (1931-1941)

P. H. Griffith assumed the duties as Director of University Extension in 1931. He was appointed to the position by James Monroe Smith. Prior to joining the University, Griffith was Director of the Louisiana Teachers' Association (Sheets, Personal Statement, 1974). Mr. Griffith earned the bachelor's and master's degree at Louisiana State University (University Catalogue, 1931:38).

Description of General Extension Activities

When P.H. Griffith became Director of University Extension one of the first actions was to change the name of the division to the General Extension Division. According to Miss Sheets, Griffith wanted to make his imprint on extension activities and mark a change between his administration and Stumberg's (Sheets, Personal Statement, 1974). No authorization could be found in official Board of Supervisors' Minutes granting authorization of the change. Apparently, he did it of his own volition and his action was not questioned.

General Extension moved several times during Griffith's tenure. It was moved from Hill Memorial Library, to Thomas Boyd Hall where it stayed for about a year. From there it was moved to the second floor of the Journalism Building where it remained for a number of years until moving in about 1937 to David Boyd Hall (Sheets, Personal Statement, 1974).
Several changes in extension activities were recorded in this period. One program addition of significance was the assignment in 1932, of the State High Rally to General Extension (University Catalogue, 1933:198-199).

State-wide contests in athletics, music, and literary subjects were included in the Rally. A part of the Rally was the basketball tournament for high school boys and girls which was conducted by the University at the close of the basketball season (University Catalogue, 1933:198-199). In 1933, a state boxing tournament was added to the list of Rally events and in 1934 contests in swimming were added (University Catalogue, 1935:220).

In 1934, the Louisiana High School Debating League was substituted for the Rally debating events by a vote of the High School Rally Committee. The question debated yearly was the one selected for use by member institutions of the National University Extension Association (University Catalogue, 1936:247).

The University Catalog noted in May, 1935, the Extension Division offered instruction of three kinds: (1) correspondence study courses "which students pursue at home during their hours of leisure;" (2) extension center class, "taught by competent instructors in several extension centers in different parts of the state;" (3) special lecture series given by specialists of the University staff (University Catalogue, 1934:195).

Another service which would later be developed into the largest department of General Extension was announced in the 1933-34 catalog as follows:
In addition to the usual credit courses, the Extension Division offers certain non-credit courses of University grade designed to meet the needs of special groups desiring to study commercial, literary, or scientific subjects without reference to college credit. Each course is planned to meet the particular needs of the group concerned, and the work is conducted by especially selected instructors (University Catalogue, 1933:195).

This service function of the University was eventually organized on a departmental basis as Short Courses and Conferences several years later.

Enrollment and Budget

Although the ruinous depression had a marked effect on the state and nation, it did not affect enrollment greatly in the General Extension Division as evidenced by data shown in Table 6. Enrollments increased each year from 746 persons in 1931-1932 to 5,683 in 1935-1936. A decrease of 1,289 persons occurred in 1936-1937, however a tremendous increase occurred in 1937-1938 which brought the total to 9,177. After this peak enrollment was reached a decline was noted each year finally reaching 3,597 during the last year of Mr. Griffith's tenure (Records from Director's Office, 1931-1938).

Fees were reduced during 1933-34 school year. Correspondence courses fees were $5.00 for each semester hour of credit, this amount was reduced to $4.00 per semester hour of credit. The registration fee for a one semester course before fees were reduced was $15.00, after the reduction the normal fee was $12.00 (University Catalogue, 1934: 195).

Enrollment increased, the year of the fee decrease, from 955 students to 2,795 students. According to Mrs. Triche the decrease of
<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1931 - 1932</td>
<td>746</td>
</tr>
<tr>
<td>1932 - 1933</td>
<td>2,795</td>
</tr>
<tr>
<td>1934 - 1935</td>
<td>3,756</td>
</tr>
<tr>
<td>1935 - 1936</td>
<td>5,683</td>
</tr>
<tr>
<td>1936 - 1937</td>
<td>4,394</td>
</tr>
<tr>
<td>1937 - 1938</td>
<td>9,177</td>
</tr>
<tr>
<td>1938 - 1939</td>
<td>8,858</td>
</tr>
<tr>
<td>1939 - 1940</td>
<td>5,140</td>
</tr>
<tr>
<td>1940 - 1941</td>
<td>3,597</td>
</tr>
</tbody>
</table>
fees was "...due to the hardship of the depression on many people" (Triche, Personal Statement, 1974).

Generally, the budget correlated with enrollment. Budget expenditures data were shown in Table 7. Even though fees were reduced, the increased enrollment brought in more money.

Instructional Practices

The pattern of staffing extension classes with regular University faculty as well as having full-time extension instructors in the field as established by Mr. Stumberg continued to be followed.

Class instruction in extension closely resembled that offered on campus. Classes met at various fixed intervals, usually weekly or fortnightly; with students required to be regular in attendance and do definitely assigned work. Class work was planned on a semester basis corresponding to the schedule of the University, but class meetings were arranged to suit the convenience of the class and instructor (University Catalogue, 1933:195).

Correspondence courses were carried on as Mr. Stumberg had arranged also. Students were advised that they might, without leaving occupation or home, "...come into intimate and individual contact with members of the University faculty who prepare and conduct the courses and are interested in the student's progress" (University Catalogue, 1932:183).

Lessons were mailed to students, with detailed instructions as to methods of study and procedure in the preparation of lessons. The lessons were then returned in person or mailed to General Extension
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1931 - 1932</td>
<td>$21,855</td>
</tr>
<tr>
<td>1932 - 1933</td>
<td>25,718</td>
</tr>
<tr>
<td>1933 - 1934</td>
<td>18,777</td>
</tr>
<tr>
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<td>31,230</td>
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<td>1935 - 1936</td>
<td>36,043</td>
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<td>1936 - 1937</td>
<td>51,960</td>
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<td>47,925</td>
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<td>46,328</td>
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<td>1939 - 1940</td>
<td>83,681</td>
</tr>
<tr>
<td>1940 - 1941</td>
<td>66,709</td>
</tr>
</tbody>
</table>
The Department of Visual Education was re-established in the 1937-38 school year (University Catalogue, 1937:181). This department provided film service distribution in the state. Mr. Stumberg had begun this service but the department had become inactive.

Radio broadcasting by the University was consolidated in 1938. The motivation for broadcasting was expressed as follows:

Radio as an instrument offers untold opportunity for the education of a people. It extends the campus regionwide. Participation in a generous broadcasting service will be reflected in better instruction on campus. Broadcasting can enlighten a people, can unite them for effective standards of culture as it has in music or it can debase them. It can help democracy work. It is a potent instrument in the hands of land grant colleges and universities, those institutions dedicated to the people's education (Records from Director's Office).

In 1938 a budget was provided in the General Extension Division for the purpose of producing educational radio programs. The purpose was "....to serve the people of Louisiana by extending educational services beyond the campus limits" (Records from Director's Office).

The radio station was placed in general extension because the mission of General Extension like the motivation of radio was to extend the university's campus limits and because the General Extension Division already had "state-wide contacts needed for the University radio program" (Records from Director's Office).

Influence

The basic program of service and outreach of the University to the people of the state was through the extension teaching and correspondence programs of the University as established and promoted by C. H. Stumberg must be cited as an influencing factor in the tenure of P.
H. Griffith. The basic tenet of service to the people in response to a felt and expressed need was and is today a cornerstone of the "extension" idea. The idea of extending the University to all citizens of the state, an idea nurtured by Stumberg, was accepted by Griffith and expanded. Both were fervent in the adoption of the idea of service to the state (Sheets, Personal Statement, 1974).

No basic change in the two main programs as designed by Mr. Stumberg were made during Mr. Griffith's tenure.

Mr. Griffith was the former Director of the Louisiana Teachers' Association and had a great affinity for teachers in Louisiana. He cooperated closely with teachers and organized programs designed to assist them. The Teacher Placement Bureau was such a service. The Bureau was designed to assist teachers in finding teaching positions (Triche, Personal Statement, 1974).

Of particular significance was the depression and its effect on teachers. Mr. Griffith "... campaigned vigorously to have registration fees reduced and he did it because teachers' salaries were low and they had difficulty paying for their classes" (Sheets, Personal Statement, 1974).

Before the Louisiana Scandals occurred, Dr. F. O. Kraegar suspected "foulplay" in the handling of extension funds. He accused Mr. Griffith of mishandling fees. His account of money received through registration fees did not match Mr. Griffith's (Triche, Personal Statement, 1974).

Griffith countered these charges by saying "....the registration fees he had collected had been 'short' " (Triche, Personal Statement,
President Smith supported Griffith, whom he had appointed, and Kraegar was fired. Mrs. Triche continued her statement:

Dr. Kraegar left the University a humiliated and bitter man. He was the first to suspect that anything was wrong. The people should have listened to him, but he was up against 'it' by himself (Triche, Personal Statement, 1974).

The Louisiana scandals which occurred in the late 30's had a marked effect on Griffith and the University. After the scandals, stricter budgetary controls were implemented (McDermott, Personal Statement, 1974).

Since Griffith was appointed by President James Monroe Smith, who was indicted and later jailed, as a result of the "scandals," Griffith came under close scrutiny and was carefully investigated (Triche, Personal Statement, 1974).

According to Mrs. Triche, Mr. Griffith had been planning to retire for some time but refused to retire until after all the investigations were completed. He felt to do so would imply guilt. He remained until 1941. He was considered a political appointee since Smith had named him Director, so "he had to go" (Triche, Personal Statement, 1974). He was never indicted, nor was anyone else in General Extension as there was no evidence found to warrant indictments.

There were few budgetary controls on General Extension prior to the scandals. Money for a trip to Europe by Mrs. James Monroe Smith was paid by the extramural teaching budget. Although this was common knowledge after the scandals, no one in General Extension knew of the trip beforehand (Triche, Personal Statement, 1974). Budgetary controls
being almost non-existent, the personnel could hardly be faulted.

Other Activities

On May 7-9, 1936, Louisiana State University was the host institution for the National University Extension Association's twenty-first annual meeting. This represented the only time in the history of LSU that the University was host to this organization (Proceedings, National University Extension Association, 1936).

Mr. Griffith had been elected in 1935 as a member of the Executive Committee and had been instrumental in getting the bid to host the annual meeting (Proceedings, National University Extension Association, 1936).

Though the program listed President James Monroe Smith as the presenter of the topic "The State University in Extension Teaching and Adult Education, particularly from the Viewpoint of a Southern State," he apparently did not deliver his talk, as none was attributed to him in the proceedings which published the main addresses, made only a brief reference to Dr. Smith:

In the late afternoon (May 8, 1936) the N.U.E.A. delegates and guests were entertained at a garden party at the home of President and Mrs. James Monroe Smith. The Annual Banquet was held on the terrace of the French House. Dean James F. Broussard presided and President James Monroe Smith spoke briefly and welcomed the delegates (Proceedings, M.U.E.A., 1936).

The N.U.E.A. group had visited Southern University on Thursday, May 7, where Mr. A. C. Lewis, State Agent for Negro Schools, Louisiana State Department of Education welcomed the visitors and introduced Mr. J. S. Clark, President of Southern University. President Clark told of the establishment of the University, of its educational progress and

There followed a most delightful program of spirituals sung by the Southern University Quartet and Glee Club and a Negro soloist. Refreshments were served in the University dining hall (Proceedings, National University Extension Association, 1936).

During Mr. Griffith's tenure, several other activities were organized which provided significant services. The activities which were organized were: The Water and Sewage Conference, Speaker's Bureau, and a printing office.

Summary

P. H. Griffith assumed the duties of Director in 1931, through an appointment by President Smith. During his tenure University Extension became General Extension and was moved several times on campus. The program remained essentially the same as

1. The Water and Sewage Conference was held for the first time in 1938. It is the oldest continuous short course program at the University. It has met annually on the Baton Rouge campus since its initial meeting (Short Courses and Conferences Records, 1938).

2. The Speaker's Bureau, an agency organized to provide speakers for meetings, graduations and service clubs was placed under the administration of General Extension, because of the service concept and the ties extension had developed around the state (Records from the Director's Office).

3. The Louisiana State University printing office was started as a result of President Smith's desire to find a student work so that the student might stay in school. He sent the student, George Guttner, to Director Griffith with instructions "to put him to work." He was put to work mimeographing on a hand machine. The operation grew as correspondence study grew and finally an electric machine was purchased. Eventually, this operation became the centralized printing facility for the campus and was removed from General Extension and established as an entity unto itself (Guttner, Personal Interview, 1974).
formulated by Mr. Stumberg. However, several significant activities were established namely: a speaker's bureau, printing office, and The Water and Sewage Conference was held. In addition, the University hosted the National University Extension Association meeting in 1936.

The chief influence of Griffith's tenure was the Louisiana Scandals. Allegations were made citing misuse of money by Griffith. These allegations were never substantiated and no indictments were handed down against anyone in General Extension. After the investigations were over Mr. Griffith resigned. The charges, however, carried over into the tenure of Marion B. Smith.
Chapter 4

THE ADMINISTRATION OF DIRECTOR MARION B. SMITH (1941-44)

After Griffith's resignation in 1941, Dr. Marion B. Smith was appointed as Director. Dr. Smith held a bachelor's degree from the University of Colorado, and a Ph.D. from Louisiana State University (LSU Catalogue, 1942, p. 32). He was the first Director to hold a Doctorate.

Records in the Louisiana State University Archives indicate his active interest in sociology as he left ten papers dealing with sociology and education, but no papers dealing with extension activities (LSU Archives, Box UU Box 165 - Smith, Marion B. #2256).

Description of General Extension Activities

When Dr. Smith took over in 1941, General Extension remained housed in David Boyd Hall. No changes in facilities were recorded for Dr. Smith's tenure.

Program thrusts remained essentially unchanged under Dr. Smith, however, the war effort forced a curtailment of offerings (Triche, Personal Statement, 1974). For instance, only athletic events sponsored in cooperation with the Athletic Association were offered and the High School Rally was dropped (LSU Catalogue, 1942, 189).

A new service initiated under Marion Smith was that of offering in cooperation with the State Department of Education, a complete
program of study but no lab work (LSU Catalogue, 1942, 184).

Enrollment and Budget

As can be seen from data on enrollment figures shown in Table 8, a sharp decline in enrollments occurred during Dr. Smith's tenure as Director. Changes in University regulations regarding acceptance of residence credit through extension contributed to the decline (University Catalog, 1942-1945). Much of the decline, it was felt by Mrs. Sheets, was due to the war effort (Sheets, Personal Statement, 1974).

Data found in Table 9 illustrated budgetary growth which included both salaries and other expenses (Records from Office of Director, 1941-1944). Totals for this period ranged from $41,094 to $69,209.

Instructional Practices

The ability of a student to pursue courses "for profit" remained the major criterion for admission to correspondence study courses (University Catalogue, 1942, 185). If students wished credit for correspondence courses however, they had to state this fact in advance and comply with course prerequisites and the entrance requirements of the University. Although direct credit could not be granted for correspondence work for advanced degrees, at the discretion of the major professor, work in the minor field was sometimes allowed (University Catalogue, 1942, 185).

Approval was granted by the War Department for Louisiana State University to participate with the Army Institute in administering
<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1941 - 1942</td>
<td>2,680</td>
</tr>
<tr>
<td>1942 - 1943</td>
<td>2,338</td>
</tr>
<tr>
<td>1943 - 1944</td>
<td>1,426</td>
</tr>
</tbody>
</table>
TABLE 9

BUDGET DATA FOR GENERAL EXTENSION 1941-1942
THROUGH 1943 - 1944

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1941 - 1942</td>
<td>$41,094</td>
</tr>
<tr>
<td>1942 - 1943</td>
<td>44,799</td>
</tr>
<tr>
<td>1943 - 1944</td>
<td>69,209</td>
</tr>
</tbody>
</table>
courses by correspondence to persons in the U.S. Army. Through this plan, the army paid a share of the expenses for tuition fees and textbooks for qualified students desiring college courses for credit (University Catalogue, 1942, 185).

Another practice begun due to the influence of the war was that of offering high school instruction by correspondence by which an adult "who never completed high school may follow a program...while engaged in his regular and necessary duties (University Catalogue, 1942, 187).

Beginning in November, 1942, a new unit designed to render service to the high schools in Louisiana, was added to the Extension Division. This department was known as the High School Department and had charge of all matters of direct concern to the high schools of the state; such as acquainting high school students with the services and facilities of the University, arranging for commencement speakers, and conducting Girls' State and Boys' State. This department also assumed the responsibility for the High School Rally and various athletic contests usually held annually under the auspices of the University, when they were resumed after the war (University Catalogue, 1943, 186).

Influences

Two factors which resulted in extension activities being reduced were the war efforts and a re-examination of the role of general extension efforts according to Miss Grace Sheets (Sheets, Personal Statement, 1914).
Some allegations had been made concerning mis-use of funds during the Louisiana Scandals and the University was watching extension programs closely. Miss Sheets commented on the situation:

"...The University was still feeling the shock of the "Louisiana Scandals" and was seeking to justify to the state its programs, particularly those tainted by corruption during the scandals. Because of the use of extramural funds being used in Smith's wife's travels and the charges Dr. Kraegar had made, General Extension was under close scrutiny and had to defend and justify its programs. Director Smith had to attend these problems rather than develop new ideas and programs. It probably was due to these many pressures that he lasted only a short time as Director" (Sheets, Personal Statement, 1974).

The declining activity forced a reduction in instructors employed by General Extension. In the 1939-40 school year, six persons, Miller, Nason, Nesom, Harp, Bulber and Schanck were employed to teach credit extension courses (Records from Director's Office, 1940). In the 1941-42 school year only Nason and Miller were employed for credit instruction (Records from Director's Office, 1942).

Instructors employed by General Extension for non-credit programs evidenced a similar decline in numbers. In the 1939-40 school year, there were six persons employed to instruct non-credit activities. They were: Agate, Schanck, Crabites, Bulber, Olivier, and Pierson (Records from the Director's Office, 1940). In the 1941-42 school year only Olivier was employed (Records from Director's Office, 1942).

Director Smith reported that the Budget Committee had questioned the value of a Placement Bureau to the University, and had questioned the propriety of having such a bureau in the General Extension Division. This conversation had grown out of the question of the proper function of the Division (Records from Director's Office,
The Director's Report of 1941 contained the following:

"...Is the Extension Division an instructional branch of the University or is it a service agency? If it is an instructional branch as the Budget Committee considers it, then obviously the Placement Bureau should not be in the Extension Division. On the other hand, if the Extension Division is a service agency, the Placement Bureau is correctly located. There is need for a sub-committee to study the matter of what the primary functions of the Extension Division are, and how the Extension Division should be classified, i.e., as an instructional division or a service agency."

"It was moved by Caffee, seconded by Shaver, that a sub-committee be appointed to consider the functions of the General Extension Division. Carried" (Records from Director's Office, 1941).

To decide whether the Extension Division was a service or instructional agency, I. P. Foote and N. E. Nutt were appointed to "decide" (Records from Director's Office, 1941).

Miss Grace Sheets was interviewed by the sub-committee and provided data on the activities of the Division. The data presented in Table 10 were gathered and tabulated from publications of the extension divisions of three universities with similar activities carried on by L.S.U. and compared (Records from Correspondence Study, 1942). Of the universities selected, Indiana had programs in twenty-two of the thirty areas studied, L.S.U. was active in fourteen areas, Oklahoma and Tennessee were active in ten service areas (Records from Correspondence Study, 1942).

The sub-committee presented its report to the committee pointing out that it weighed the statements made orally by General Extension Division's Educational Policy Committee. Miss Sheets' data and concluded:

"In the light of evidence reviewed it is the opinion of your
sub-committee that the General Extension Division is essentially a service agency of the University and that its activity as an instructional agency is largely incidental in that it employs its own instructors only when such service cannot be conveniently rendered by members of the regularly employed instructional staff of the University" (Records from Correspondence Study, 1942).

Early in 1942, Director Smith was presented a recommendation by the sub-committee on Extension Centers and Courses which according to Dr. Smith gave the "impression that it is the desire of the sub-committee to limit the operations of the Extension Division almost to the point of extinction" (Records from Director's Office, 1942).

The sub-committee on Extension Centers and Courses had recommended:

1. That no graduate credit and no graduate residence credit be given for extension courses at Louisiana State University after June, 1942.

2. That during the present uncertain times no centers be organized for the purpose of giving graduate credit.

3. That if courses for graduate credit should ever be re-introduced, they should be given only after a system of well-equipped and rigidly supervised centers has been set up which will insure as high standards and as adequate facilities as those existing at this University (Records from Director's Office, 1942).

On January 14, 1942, the Educational Policy Committee met and "The Report of the Committee on Extension Centers and Courses" was considered. There was "no unanimity of ideas between the director and the committee" (Records from Director's Office, 1942).

Director Smith stated that Georgia and Massachusetts had extension systems, and that any poor quality work done "in the past was the cause of the decline in the demand for such courses" (Records from Director's Office, 1942).

I. P. Foote came to the defense of extension and reported:
TABLE 10

SERVICES OFFERED BY GENERAL EXTENSION
OF
OKLAHOMA, TENNESSEE, INDIANA AND LSU

<table>
<thead>
<tr>
<th>Activity</th>
<th>Oklahoma</th>
<th>Tennessee</th>
<th>Indiana</th>
<th>LSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correspondence Study</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>High School Public Speaking League</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Junior College Forensic Assoc.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture and Entertainment Bureau</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Public Information Service</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Radio</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Short Courses</td>
<td>X</td>
<td></td>
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<tr>
<td>Visual Education Service</td>
<td>X</td>
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<tr>
<td>Extension Teaching</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Library Extension</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Service Surveys</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Conferences</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Speakers</td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>Package Library</td>
<td></td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>High School Rallies</td>
<td>X</td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>Interscholastic Literary Meet</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Public Welfare Service</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Speech Clinic</td>
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<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Activity</td>
<td>Oklahoma</td>
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<td>Indiana</td>
<td>LSU</td>
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<td>----------------------------------------------</td>
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<td>-----</td>
</tr>
<tr>
<td>Home Reading Courses</td>
<td></td>
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</tr>
<tr>
<td>Assistance to Art Education</td>
<td></td>
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<td>Play and Recreation</td>
<td></td>
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<tr>
<td>Studies and Investigation</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Parent-Teacher Aids</td>
<td></td>
<td>X</td>
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<tr>
<td>Public Discussion Bureau</td>
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<td></td>
<td></td>
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<tr>
<td>Club Study and Discussion</td>
<td></td>
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<td>X</td>
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<tr>
<td>State High School Discussion League</td>
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<td>Play Direction Service</td>
<td></td>
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<td>X</td>
<td></td>
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<td>Drama Conference and Demonstration</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Social Problems Institute</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Symphony Programs</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
"....there were 4,000 teachers in Louisiana schools who had no degrees
and whose salaries were based on years of service and training"
(Records from Director's Office, 1942). Records reflected no final
decisions were made that day. Apparently, the issue was left unre-
solved.

At the next meeting of the committee on February 11, 1942, the
records reveal:

"....In the midst of the meeting we were favored by a very
short visit from our President, General Hodges, who stated he
had recently learned that all the other institutions of the
state were eliminating extension courses from their curricula
due to the prospect of greatly reduced appropriations (Records
from the Director's Office, 1942).

It was clear that the extension teaching program was in jeo-
pardy. The recommendations from the subcommittee and now the not so
subtle implication from President Hodges placed Director Smith
squarely on the defensive. However, he responded with a spirited de-
fense with his program that saved extension teaching at Louisiana
State University.

"....This is no time to reduce the operations of the Extension
Division. With the great number of men leaving school to enter
military and civilian defense work there will be a greater need
for extension teaching in the near future than has ever existed
before. The December enrollment in correspondence courses was
about 30% above last year's enrollment. In numerous conversa-
tions with State Superintendent Coxe, he has made it clear to me
that although the State Board of Education discontinued extension
activities because it did not feel there was sufficient need to
warrant their continuation by the state colleges, it did not
mean to imply that there was no need for such activities in the
state. Rather the State Board of Education felt that the work of
the Extension Division could be more adequately handled if left
exclusively to the Extension Division of the State University.
The State Board of Education had a feeling that the instruction
in extension courses as it had been handled in the past was not
of such quality to warrant its continuance in the state colleges.
If one institution handles the extension courses, quality of
instruction can be standardized and the weaknesses apparent in
former extension work can be eliminated. A service which is insufficient to justify its continuation by five colleges may and probably will assume rather large proportions when one institution assumes complete responsibility for it.

"I suggest that the regulations regarding the number of credit hours of extension courses be retained at the present figure....The quality of extension teaching will be in no wise inferior to that of the work on the campus....This, (i.e. dropping of graduate residence credit for extension courses) as I see it, is simply a backhanded way of attempting to rule out the teaching of graduate courses by extension, since graduate students will not be interested in taking extension courses if they do not also receive resident credit for those courses. At the present time the rules are that six semester hours of graduate credit may be obtained by extension. This carries with it nine weeks of residence. Thus, it is possible under the provision for a person to secure six hours of credit towards a master's degree by extension, and then complete the work on the degree in three summers. Without the extension credit, he would be required to spend four summers in residence at L.S.U.

"In a report of the budget committee on extra mural teaching in the Extension Division, the budget committee went on record as follows: '....it is the sense of the budget committee that good graduate instruction by extension can be organized....' The fact that such state universities as Texas, Indiana, Michigan, Illinois, Iowa, Colorado, and many others give graduate credit for extension work seems to justify the continuation, under proper safeguards, of graduate instruction by extension.

"To fail to continue graduate instruction by extension will mean the lowering of the educational standards of Louisiana rather than raising them for the reason that if the needs of the students are not properly recognized by the state university, then other colleges in the state will feel called upon to make provision to meet these needs....If L.S.U. fails to meet the needs of the people in various areas of the state, there will be a concerted demand for recognition by the legislature of the needs of these students....

"....One further point might be mentioned. Almost every course that is offered on a graduate level by extension is in the field of education or agriculture. The deans of these colleges both agree that it would be a tremendous blow to their institutions to discontinue graduate instruction by extension...." (Records from Director's Office, 1942).

Director Smith's arguments prevailed. There were no changes
made regarding the number of hours of graduate credit and residence credit earned through extension work and counted on the master's degree (University Catalogues, 1942-1945).

It was decided, however, that all instructors teaching graduate extension courses must be approved, not only by the departments concerned, but with the dean of the Graduate School as well (Records from Director's Office, 1942).

Instructors of extension classes and of correspondence study were permitted to receive extra compensation in addition to their regular salary.

"Teachers of classes taught on the university or college campus so that no travel expense is incurred and wherein college credit is earned shall be paid at the rate of $100 per class if the enrollment is fewer than 20 credit students. Where a class has an enrollment of 20 or more credit students the compensation shall be $150 per class.

"Instructors of classes away from the University or college campus where travel expenses are incurred shall receive reimbursements of their travel expenses at the rate approved by the auditor's office of the Louisiana State University. As compensation for their teaching services such instruction shall receive payment at the rate of $125 per class for classes wherein fewer than 20 students seeking college credit are enrolled. For teaching classes with enrollment of 20 or more credit students the compensation shall be $175 per class.

"Teachers and lecturers conducting non-credit extension classes or courses shall receive 80 per cent of the receipts from members of the classes where such are held on the campus so that no travel expenses are involved in conducting the class. Those individuals who conduct non-credit classes away from the campus shall be reimbursed for their travel expenses and shall be compensated at the rate of 66 2/3 percent of the student fees paid in for the class.

"Teachers of correspondence courses shall receive compensation at the rate of 80 per cent of the fees paid by students enrolling in respective courses (Records from Director's Office, 1943)."
Summary

Miss Sheets felt that Smith's appointment to the Directorship came in a time when the war effort was being initiated and he never received full support from the University and consequently had to spend considerable time defending extension activities (Sheets, Personal Statement, 1974). Miss Sheets stated that she felt

"....Dr. Smith's appointment was an overt act by the University administration to show the people of the State that the 'house' had been cleaned and true academicians, not political appointees were going to run the University (Sheets, Personal Statement, 1974).

Mrs. Triche described Director Smith as a "....very great, scholarly, man, not a go-getter." She thought he was happier teaching than running the Division and dealing with extension problems and he simply got tired of defending programs which were not his first love and chose to go back to full-time teaching (Triche, Personal Statement, 1974).

Director Smith guided General Extension through some perilous times and his defense of extension activities and establishment of compensation guidelines were significant contributions which aided the General Extension Division. He returned to full-time teaching.
Chapter 5

THE ADMINISTRATION OF DIRECTOR

JOSEPH WALTER BROUILLETTE (1944-1964)

With Marion Smith's return to full-time teaching, Dr. J. Walter Brouillette assumed the directorship and for the next two decades gave vigorous and dynamic leadership to General Extension. His tenure was marked by expanding enrollments and the rise of new programs, both in Louisiana and overseas.

When Dr. Brouillette assumed leadership the main program thrusts were correspondence study and extramural teaching which, as in the past, primarily served teachers.

Dr. Brouillette had two years experience as a teacher and principal, eight years experience as supervisor of instruction and assistant parish superintendent, five years in the State Department of Education, and one year at Mississippi State College (Brouillette, Personal Statement, 1974). He had received a diploma from Louisiana State Normal College, the Master of Arts degree from Louisiana State University and the Bachelor of Science and Doctor of Philosophy degrees were from George Peabody College (University Catalogue, 1945, 182). He brought to the position energy and a high enthusiasm. Coupled with his background in public education, he was in a position to serve the University and public education, in particular, extremely well due to his first
hand knowledge of the needs and problems around the state.

**Description of General Extension Activities**

At the inception of Brouillette's tenure the General Extension program remained essentially the same as Stumberg had originally organized. General Extension was described as a service department endeavoring to extend educational opportunities to people in all sections of the state (*University Catalogue, 1945*, 194). Likewise, arrangements were made to bring interested persons together for special short courses and conferences. Formal instruction was provided by means of correspondence and extension courses. Lecturers for organized groups were provided through the Bureau of Dramatic Activities and the Radio Department (*University Bulletin, Louisiana State University and Agricultural and Mechanical College, XXXVII N.S., April 10, 1945, p.204*).

A program begun during the administration of Marion Smith, the Engineering, Science, and Management War Training Class was continued through 1945 and was then discontinued (Records from Director's Office, 1945). These classes had been organized to serve directly the war needs by training workers for industrial positions for which they were not previously trained or for preparing workers for promotions through increased efficiency (Records from Director's Office, 1945).

**Acadian Handicraft Project**

In 1945 the Acadian Handicraft program was launched by Brouillette. It was designed to develop and preserve Acadian crafts of Louisiana. P. H. Griffith, former Director of General Extension, promoted the idea vigorously, according to Dr. Brouillette.
Dr. Brouillette continued:

"...A grant of $5,000, prepared by Dr. Brouillette, was secured from the General Education Board by General Extension. The University had agreed to underwrite the salary costs and after the initial purchases were made, sale of various handcrafts such as dolls, baskets, quilts, and cetera, kept the project self-supporting and self-sustaining except for the salary of the director of the project. The pattern of self-support established by Stumberg, was still in evidence, you see...."

"...On the whole, it worked rather well. Initially, I wasn't too high on it, but with my South Louisiana background, how could I be against it. Louise Olivier was hired and put in charge of the project. Later, when everyone else had lost some enthusiasm for the idea, she sustained hers' and carried through. Sale of the materials made it self-supporting, so the University and Board of Supervisors tolerated the project" (Brouillette, Personal Statement, 1974).

The project had originated as a by-product of Assemblie Francaise. Miss Olivier had visited several parishes and worked with descendants of the original Acadians who were making articles using spinning wheels, looms and other weaving devices as well as other handcrafted products to supplement the income of many South Louisiana housewives and to encourage self-expression among these women (State Times, July 19, 1945).

Miss Louise Olivier died in July, 1962. Upon her death, the project was terminated by the University upon Dr. Brouillette's request. Left in the Acadian Handicrafts budget was $4,255.95 which was used to refurnish and decorate several rooms in Pleasant Hall (Records from Director's Office, 1962).

One of the rooms decorated was room 101, on which $1,000.00 was spent. This room was dedicated to the project and became the "Acadian Room." This designation was dropped later (Records from Director's..."
Office, 1962). In a letter to Miss Laurence Olivier, sister of Louise Olivier, Dr. Brouillette indicated that the room was "really dedicated to the memory of Miss Olivier" (Letter from Director's Office, 1964).

Dr. Brouillette attempted to save the project by proposing to Dr. Joel Fletcher, then President of the University of Southwest Louisiana, that Fletcher's institution might be interested in reviving the program. He wrote that he had discontinued the project due to pressing budgetary demands of University level extension courses and the fact that the budget had been seriously curtailed by the legislature. Brouillette indicated that it would be preferable to expand credit courses than continue the project. Also, it was noted that it would be difficult to find someone qualified to continue the project. Finally, he noted that the Lafayette area was a better central focus for the project than Baton Rouge (Letter from Director's Office, 1962).

Fletcher replied that he was turning Brouillette's request over to Dean T. J. Arceneaux to try and work something out, but noted that the University of Southwestern, too, was in severe financial distress. The project was not re-activated (Letter from Director's Office, 1962).

**English Language Orientation Program**

The English Language Orientation Program was started in the summer of 1946 by Dr. John A. Thompson, then Director of Latin American Relations with a hundred students registering the first summer (Records from Orientation Program, 1946). One hundred twenty-five students from twenty different countries registered the following summer (Revile, July 18, 1947). Beginning in September, 1947, the program was offered on
a year round basis and became quite well known. For many years enrollment in this program consisted, almost entirely, of students from Latin America (Records from Orientation Program, 1946).

It was designed to offer full-time intensive courses in English to foreign students who planned to further their education at universities in Louisiana and elsewhere in the United States. As an integral part of the course, instruction in "orientation" was given to foster an intelligent understanding of American culture. Areas covered were grammar, American customs, and the day was completed by listening to American records (Reville, July 18, 1947).

The program was developed so that the great number of international exchange students at Louisiana State University and other universities would not be handicapped by language. Intensive English courses for foreign students who planned to work for a degree at LSU or other institutions were offered. Also used to justify the establishment of the program was the fact that the American students would be stimulated in the study of foreign languages because it would place them in a cosmopolitan atmosphere in which foreign languages could be put to practical and direct use. Also, it was thought, much insight could be gained by the American student through the association with the foreign student (Records from English Language Orientation Program, 1946).

The General Extension Division had little to do with the organization of the initial program. From its beginning the English Language Orientation Program had been completely supported from tuition and received no funds from the State. For that reason, its budget was placed under and administered by the General Extension Division (Records...
from English Language Orientation Program, 1946).

After Dr. Thompson was appointed Chairman of the Foreign Language Department in 1953, Dr. James Wyatt became Director of the program (Records from English Language Orientation Program, 1953). Enrollment was approximately one hundred each year, until 1957 when Dr. Wyatt resigned (Records from English Language Orientation Program, 1953). After 1957, enrollment suffered a marked decline averaging only thirty students per term 1960 through 1964, however, detailed figures are not available (Records from English Language Orientation Program).

The program was reorganized in 1965, and Dr. Andrew Yarrow was named Director (English Language Orientation Program Records, 1965).

Carribean Theater Program

The Carribean Theater Program was established on May 28, 1951 (Records from Director's Office, 1951). Its major purpose was to provide college education opportunities for military personnel, officers, and enlisted men. The curriculum offered was a general studies curriculum which led to the Bachelor of General Studies degree in the University College (Records from Director's Office, 1951).

Dr. Brouillette recalled that the military contacted him to help people in the Carribean area (Brouillette, Personal Statement, 1974). Dr. Brouillette was very interested in assisting as he thought it would enhance the University's prestige (Brouillette, Personal Statement, 1974).

At the time the only other university doing educational work overseas was the University of Maryland which had an extensive program in Europe.
(Brouillette, Personal Statement, 1974). Dr. Brouillette went to Maryland and Europe to study their program. Then he and Professor George Madison went to Puerto Rico to gather information there. Following these investigations a report was presented by Dr. Brouillette to the Faculty Council which called for the establishment of a program in Puerto Rico. The Council voted unanimously to proceed (Records from Director's Office, 1951).

At one point there were twenty-two faculty members in Puerto Rico and the Canal Zone teaching in basic educational categories - math, English, history enrolling 1,668 (Records from Continuing Education, 1954) but Dr. Brouillette reported the classes had fifteen to twenty-five students in them.

Dr. John Hunter and Dr. Brouillette made numerous trips to Puerto Rico and the Canal Zone and Dr. Brouillette attributed these trips as being instrumental in Hunter becoming keenly interested in Latin America (Records from Continuing Education, 1956).

The program was terminated by the University at the end of the 1956-1957 fall semester. During the six years the program operated "hundreds of officers and enlisted men in the military service were provided with college level educational opportunities....sixteen degrees were conferred" (Records from Continuing Education, 1956).

Enrollment data were presented in Table 11. Enrollment ranged from 577 the first binennium to 1,688 in 1952-1954. Enrollment was 1,024 in 1954-1956 (General Extension Division Biennial Reports, 1950-1956).
<table>
<thead>
<tr>
<th>Years</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>1950 - 1952</td>
<td>577</td>
</tr>
<tr>
<td>1952 - 1954</td>
<td>1,688</td>
</tr>
<tr>
<td>1954 - 1956</td>
<td>1,024</td>
</tr>
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</table>
Law Enforcement Training Program

On August 28, 1952, in a meeting of the Board of Directors of the Louisiana Municipal Peace Officers Association a committee was appointed to study the feasibility of organizing courses for law enforcement personnel through the General Extension Division of Louisiana State University (Records from Law Enforcement Training Program, 1952). This program was proposed to benefit officers who could receive training at no cost to the officers from the agencies by which they were employed.

This committee met September 15, 1952, and agreement was quickly reached concerning the need for a training program. It was pointed out that attendance of programs in Baton Rouge would be a problem. Dr. Brouillette proposed the use of an itinerant instructor who could instruct classes in different towns on different nights of the week (Brouillette, Personal Statement, 1974).

In June, 1953, Mr. T. J. Stephens, former Chief of Police at Natchitoches and a graduate of the Federal Bureau of Investigation Academy was employed as a special lecturer to coordinate the program. Instruction was supplemented by local officials, judges, and representatives of the Federal Bureau of Investigation (Records from Law Enforcement Training Program, 1953).

The program was initiated, on an experimental basis, July 1, 1953, with five classes, all in North Louisiana, located in Monroe, Ruston, Shreveport, Natchitoches and Alexandria. Thirty-five officers were registered in each center (Records from Law Enforcement Training Program, 1953).
The program was so well received and successful that the legislature passed House Bill 248 in the 1955 fiscal session which provided $50,000.00 from the General Fund for an expanded program. Another instructor was hired who would teach classes in the southern portion of the state (Dufour, 1964, p.17). By now these classes had begun to be called Basic Training. In 1955 an Advanced Training Course was initiated.

Fingerprinting, the first of the specialized schools was conducted in Alexandria on February 18, 1957. Because of the enthusiastic reception, it was later offered in six other cities in 1957 (Dufour, 1964, p.21).

Although no new courses or schools were added in 1958, plans were formulated to offer the Louisiana Law Institute which was offered to one hundred seventy-seven officers in July 8 and 9, 1959. So favorable were the reactions to this program that it was decided it should become an annual event (Records from Law Enforcement Training Program).

In 1960 the Basic and Advanced courses were renamed to Principles of Law Enforcement I and Principles of Law Enforcement II. Plans were made to offer a new course Principles of Law Enforcement III designed to further the training of officers who had completed Principles of Law Enforcement I and Principles of Law Enforcement II (Records from Law Enforcement Training Program, 1961).

A number of specialized courses were added after 1960. Data shown in Table 12 revealed these new offerings and the initial enrollments in each program through 1964 (Records from Law Enforcement Training Program).
<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Enrollment (first year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>Functions of Civil Personnel of Sheriffs' Departments</td>
<td>30</td>
</tr>
<tr>
<td>1961</td>
<td>Administration and Supervision of Personnel</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Traffic Safety</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Homicide Investigation</td>
<td>43</td>
</tr>
<tr>
<td>1962</td>
<td>Scientific Crime Detection</td>
<td>68</td>
</tr>
<tr>
<td>1963</td>
<td>Basic Training for Recruits Seminar</td>
<td>52</td>
</tr>
<tr>
<td>1964</td>
<td>Sex Crimes School</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Principles of Law Enforcement IV</td>
<td></td>
</tr>
</tbody>
</table>
Enrollments seemed to indicate an increasing need for specialized schools.

Dr. Brouillette thought that the growth of this department was expedited because of its inclusion in the General Extension Division of Louisiana State University. He commented,

"....The University's name lent prestige to the new program and hastened its acceptance by law enforcement officials throughout the state as well as saving money and effort that might otherwise have been expended in search and procurement of quarters and facilities...(Brouillette, Personal Statement, 1974).

Data shown in Table 13 reflected the enrollment data of the Law Enforcement Training Program. Enrollment ranged from a low of 371 in 1955 to a high of 958 in 1961 (Annual Reports, 1954-1964).

**Civil Defense Instruction**

The Louisiana Civil Defense Instructional Program was initiated by the General Extension Division on July 1, 1963, under a cost-reimbursable contract, up to $68,000.00, with the Office of Civil Defense, Department of Defense (Records from Civil Defense, 1964). During that year the University conducted conferences designed to acquaint public officials with their duties and responsibilities in time of disaster and courses for instructors of radiological monitoring and shelter management. Four full-time instructors were appointed to carry on this program under the direction of Mr. W. W. Ward (Records from Civil Defense, 1964).

The main objectives of the program were to make communities aware of the threat of thermonuclear attack and to train personnel so that communities might be able to protect themselves (Records from Civil Defense, 1963). Emphasis was to be placed on fallout shelter
### TABLE 13

**LAW ENFORCEMENT ENROLLMENTS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>1954</td>
<td>576</td>
</tr>
<tr>
<td>1955</td>
<td>371</td>
</tr>
<tr>
<td>1956</td>
<td>484</td>
</tr>
<tr>
<td>1957</td>
<td>687</td>
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<td>1958</td>
<td>597</td>
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<td>1959</td>
<td>689</td>
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<tr>
<td>1960</td>
<td>746</td>
</tr>
<tr>
<td>1961</td>
<td>958</td>
</tr>
<tr>
<td>1962</td>
<td>941</td>
</tr>
<tr>
<td>1963</td>
<td>520</td>
</tr>
<tr>
<td>1964</td>
<td>543</td>
</tr>
</tbody>
</table>
defense programs with the goal being to motivate public officials to take steps that would aid in developing adequate and sufficient shelter. Consequently, it was "strongly recommended that any discussion of natural disaster not be included as a scheduled part of the programs" (Records from Civil Defense, 1963).

The first year seven courses were offered in shelter management instruction, fourteen courses in radiological monitoring, and thirty-five one and two day conferences on civil defense for three hundred fifty-three municipal, parish, and state officials (Records from Civil Defense, 1963).

The instructional unit underwent a four week training and orientation program at the Office of Civil Defense staff college in Battle Creek, Michigan (Records from Civil Defense, 1963).

The first meeting explained the Civil Defense program. The meeting was held in Pleasant Hall on October 3, 1963, with Governor Jimmie Davis and President John Hunter in attendance (Records from Civil Defense, 1963).

It was pointed out by Brigadier General Francis Woolfley, State Director of Civil Defense:

"Survival of our communities in a nuclear attack may depend upon the availability of qualified leadership in such fields as shelter management and radiological defense...I urge state, parish, and municipal officials, as well as all persons interested in Civil Defense, to attend these meetings and acquaint themselves with the information which will be given concerning the activities...We have had many requests for technical instruction of this nature on a local level, and we are delighted that the professional services of L.S.U. have been brought into play to meet this need (Woolfley, 1963).

It was pointed out by Mr. Ward at that meeting:
"...communities may have to go it alone following enemy attack, and subsequently must be prepared to protect themselves and to provide survival programs without outside assistance...." (Records from Civil Defense, 1963).

Firemen Training Program

In 1936 the Louisiana State Firemen's Association sponsored a Fire College which was thereafter conducted annually by the Baton Rouge fire department until 1952 (Annual Report, 1952). The Vocational Education Department through the State Department of Education began an itinerant type fire program sending firemen from urban fire departments to small and rural fire departments (Herring, Personal Statement, 1974). This program was never supervised and instruction was sometimes poor. It was so ineffective many departments stopped utilizing this program (Herring, Personal Statement, 1974). Mr. Herring recalled the chair of events leading to the establishment of full-time personnel:

"...The Louisiana State Firemen's Association approached the Department of Public Safety and persuaded that department to establish the position of Louisiana Fire College Supervisor. The position was approved and in 1961 Chief Windberry was appointed although he died three months later. The position was then advertised as a Civil Service position and competitive examinations were given. I made the top score and was selected by Colonel Tom Burbank as the State Supervisor..." (Herring, Personal Statement, 1974).

On June 26, 1963, a meeting was held with staff members of the General Extension Division and representatives of the Louisiana State Firemen's Association to discuss a proposed Louisiana State University Firemen Training Program. Those present representing various fire departments were V. J. Bella, I. A. Gascon, O. A. Sevier, F. C. Musso, and F. E. Domma. Representing the General Extension Division were Dr. Brouillette, Dr. Pellegrin, and Mr. Julian Martin (Minutes from..."
Organizational Meeting, 1963).

Dr. Brouillette discussed the proposed organization, and pointed out that it would be administered through the General Extension Division under the direct supervision of Mr. Julian Martin. It was agreed that two instructors be obtained to teach various fire departments around the state (Minutes from Organizational Meeting, 1963).

It was mentioned that Texas and Oklahoma already had in operation very good training programs for firemen. It was suggested that Dr. Pellegrin and Mr. Martin visit these facilities on a fact-finding basis (Minutes from Organizational Meeting, 1963).

Dr. Brouillette stated that he would write a letter to the chiefs of the various fire departments of Louisiana acquainting them with the proposed program (Minutes from Organizational Meeting, 1963).

The program was initiated October 1, 1963, as a result of House Bill 235, Act 84 being signed into law by Governor Jimmie Davis on June 15, 1963. This act which provided $52,200 also transferred from the Department of Public Safety, the administration of the State Fire College to the General Extension Division (Records from Firemen Training Program, 1963).

Two instructors were hired, one, Carrol Herring, who was later named to supervise the program said:

"The first thing we did was to tour the state and locate fire departments and tell them what was to be offered and ask them to send in their requests for training" (Herring, Personal Statement, 1974).

Training was conducted at forty-two sites the first year with an enrollment of 941 (Annual Report, 1964).
Short Courses and Conferences

Although non-credit short courses had been held for many years on the L.S.U. campus, the designation of Ruffin G. Pleasant Hall, albeit on a trial basis, as the Adult Education Housing Center really signalled the birth of what was to become one of the most highly visible of General Extension's offerings (Brouillette, Personal Statement, 1974). The Center began formal operation on September 1, 1951, when President Middleton designated the formally all girls' dormitory as the Housing Center, although it was still used as a girls' dormitory also (Biennial Report, 1952).

Adults were charged nominal fees to cover costs of linens and services furnished. High school students were housed free if they brought their own linens (Biennial Report, 1952).

Dr. Brouillette, who realized that the University could reclaim Pleasant Hall as a dormitory, called for the University to "consider seriously the erection of a suitable Adult Education Center on campus" (Brouillette, Personal Statement, 1974).

Dr. Brouillette explained his stance:

"...President Middleton was not convinced we would have enough activity to justify a Center. I knew we would, but I was afraid we wouldn't have enough time to prove the point. I felt the only thing we needed to make the Division really 'take off' was a center...." (Brouillette, Personal Statement, 1974).

Dr. Brouillette proceeded to point out the need for such a facility by listing in the 1950-1952 Biennial Report, the meetings and conferences which had been held in the Center from September, 1951 to November 8, 1951 (Biennial Report, 1950-52). They were: Public School

During this same period Pleasant Hall had a total of 1,163 nights of occupancy by a total of 603 individuals (Biennial Report, 1950-52).

The report also noted that forty-six additional conferences had been booked for the 1951-1952 session (Biennial Report, 1950-1952).

By 1956 the Center had been the site of 850 conferences and approximately 850,000 individuals from every parish in Louisiana had utilized the services of Pleasant Hall. Pleasant Hall was to be used exclusively for adult educational activities, the trial period was over (Biennial Report, 1954-1956).

In 1960 the Center was renovated at a cost of $750,000. The project included complete air-conditioning, relighting, rewiring, expansion of two existing assembly rooms which could seat 450 persons and were equipped with folding doors to divide the space into smaller rooms, fifty additional bathrooms, more office space, and refurbishing all furniture. Existing space in the east wing was remodeled to create
three seminar rooms. The west wing was renovated to house administrative offices. The entire second and third floor were redone to house the thousands of people who attended various short courses (LSU Outlook, 1960).

The *State-Times* reported that Louisiana State University's adult education facilities "took their place among the best in the nation" (*State Times*, November, 1960).

Mr. John McCollister became the first full-time coordinator of the short course department when he was hired on October 31, 1957 (Biennial Report, 1956-1958).

Mr. McCollister remained until 1962 when he resigned and was replaced by Dr. Lionel Pellegrin. Dr. Pellegrin's title was Associate Director, but he was given responsibility for "the administration and coordinating of all conferences, institutes, and other meetings which bring non-university personnel to campus" (Records from Director's Office, 1962).

**Enrollment**

Dr. Brouillette was proven right in his assertion that what was needed was a Center to "take off" if enrollments could be used as a judge. With short courses leading the way, enrollment surged from approximately six thousand in 1951-1952 to 37,478 in 1952-1953 as shown in data found in Table 14 (Biennial and Annual Reports, 1945-1964).

It should be mentioned that the extremely high enrollments reflected youth activities sponsored by Cooperative Extension and High School Relations and were not necessarily sponsored and conducted exclusively by the General Extension Division (Pellegrin, Personal
# TABLE 14

**ENROLLMENT-EXTRAMURAL TEACHING, CORRESPONDENCE STUDY**

**AND SHORT COURSES**

**1944-1964**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>EXTRAMURAL TEACHING</th>
<th>CORRESPONDENCE STUDY</th>
<th>WORKSHOPS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1944-1945</td>
<td>1,070</td>
<td>907</td>
<td></td>
<td>1,977</td>
</tr>
<tr>
<td>1945-1946</td>
<td>1,880</td>
<td>1,404</td>
<td></td>
<td>3,320</td>
</tr>
<tr>
<td>1946-1947</td>
<td>1,584</td>
<td>932</td>
<td></td>
<td>2,516</td>
</tr>
<tr>
<td>1947-1948</td>
<td>1,796</td>
<td>1,099</td>
<td></td>
<td>2,895</td>
</tr>
<tr>
<td>1948-1949</td>
<td>2,117</td>
<td>1,368</td>
<td></td>
<td>3,475</td>
</tr>
<tr>
<td>1949-1950</td>
<td>3,221</td>
<td>1,656</td>
<td></td>
<td>4,877</td>
</tr>
<tr>
<td>1950-1951</td>
<td>3,228</td>
<td>1,682</td>
<td></td>
<td>4,910</td>
</tr>
<tr>
<td>1951-1952</td>
<td>1,385</td>
<td>1,298</td>
<td>4,134</td>
<td>6,817</td>
</tr>
<tr>
<td>1952-1953</td>
<td>1,117</td>
<td>1,361</td>
<td>X 35,000</td>
<td>37,478</td>
</tr>
<tr>
<td>1953-1954</td>
<td>1,855</td>
<td>1,149</td>
<td>46,196</td>
<td>49,200</td>
</tr>
<tr>
<td>1954-1955</td>
<td>2,185</td>
<td>1,599</td>
<td>48,696</td>
<td>52,480</td>
</tr>
<tr>
<td>1955-1956</td>
<td>1,981</td>
<td>1,644</td>
<td>34,962</td>
<td>38,587</td>
</tr>
<tr>
<td>1956-1957</td>
<td>1,969</td>
<td>1,369</td>
<td>30,467</td>
<td>33,805</td>
</tr>
<tr>
<td>1957-1958</td>
<td>1,753</td>
<td>1,677</td>
<td>32,829</td>
<td>36,259</td>
</tr>
<tr>
<td>1958-1959</td>
<td>1,561</td>
<td>1,746</td>
<td>26,698</td>
<td>30,005</td>
</tr>
<tr>
<td>1959-1960</td>
<td>2,096</td>
<td>1,880</td>
<td>26,588</td>
<td>30,564</td>
</tr>
</tbody>
</table>

* Approximate Figure, Estimated in Annual Report
**TABLE 14 (Continued)**

**ENROLLMENT-EXTRAMURAL TEACHING, CORRESPONDENCE STUDY**
**AND SHORT COURSES**
**1944-1964**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>EXTRAMURAL TEACHING</th>
<th>CORRESPONDENCE STUDY</th>
<th>WORKSHOPS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-1961</td>
<td>2,050</td>
<td>1,526</td>
<td>27,069</td>
<td>30,645</td>
</tr>
<tr>
<td>1961-1962</td>
<td>2,145</td>
<td>1,550</td>
<td>27,515</td>
<td>31,210</td>
</tr>
<tr>
<td>1962-1963</td>
<td>2,217</td>
<td>1,800</td>
<td>27,630</td>
<td>31,647</td>
</tr>
<tr>
<td>1963-1964</td>
<td>2,391</td>
<td>1,862</td>
<td>29,831</td>
<td>34,084</td>
</tr>
</tbody>
</table>
Statement, 1974). Other enrollment data which reflected General Extension Division activity will be listed elsewhere with discussion of various departments. Brouillette's tenure was marked by tremendous growth and expansion of programs.

**Budget**

Data presented in Table 15 shows budget figures for the years 1944-1964. These figures represent an actual compilation of funds expended in the fiscal year each June 30, as listed in the **Financial Report** of Louisiana State University and Agricultural and Mechanical College (Financial Reports, 1944-1964).

Budget figures showed rather consistent chronological growth and paralleled the rise in enrollments and activity. From a total of $68,109 in 1944 the budget grew to $703,156 in 1963-1964.

**Instructional Practices**

The night classes offered at Louisiana State University were offered through the General Extension Division. Because there grew to be such a demand for the courses, University College was organized to facilitate the demand for these courses and the night program was transferred to University College (Brouillette, Personal Statement, 1974).

Off-campus classes continued to be offered through General Extension. These were staffed by full-time faculty on an overload basis. Faculty were paid $150.00 per course. Money for payment came from registration fees (Brouillette, Personal Statement, 1974).

It was pointed out by Dr. Brouillette that there was also a
### TABLE 15

BUDGET-GENERAL EXTENSION DIVISION 1944-1945 THROUGH 1963-1964

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1944 - 1945</td>
<td>$68,109.38</td>
</tr>
<tr>
<td>1945 - 1946</td>
<td>77,678.44</td>
</tr>
<tr>
<td>1946 - 1947</td>
<td>125,443.88</td>
</tr>
<tr>
<td>1947 - 1948</td>
<td>149,461.81</td>
</tr>
<tr>
<td>1948 - 1949</td>
<td>186,182.14</td>
</tr>
<tr>
<td>1949 - 1950</td>
<td>208,160.56</td>
</tr>
<tr>
<td>1950 - 1951</td>
<td>159,957.09</td>
</tr>
<tr>
<td>1951 - 1952</td>
<td>216,148.53</td>
</tr>
<tr>
<td>1952 - 1953</td>
<td>219,721.30</td>
</tr>
<tr>
<td>1953 - 1954</td>
<td>189,799.57</td>
</tr>
<tr>
<td>1954 - 1955</td>
<td>233,123.13</td>
</tr>
<tr>
<td>1955 - 1956</td>
<td>285,296.55</td>
</tr>
<tr>
<td>1956 - 1957</td>
<td>234,176.18</td>
</tr>
<tr>
<td>1957 - 1958</td>
<td>185,267.53</td>
</tr>
<tr>
<td>1958 - 1959</td>
<td>265,268.93</td>
</tr>
<tr>
<td>1959 - 1960</td>
<td>255,427.60</td>
</tr>
<tr>
<td>1960 - 1961</td>
<td>339,435.35</td>
</tr>
</tbody>
</table>
TABLE 15 (Continued)

BUDGET-GENERAL EXTENSION DIVISION 1944-1945 THROUGH 1963-1964

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961 - 1962</td>
<td>$369,927.53</td>
</tr>
<tr>
<td>1962 - 1963</td>
<td>372,762.70</td>
</tr>
<tr>
<td>1963 - 1964</td>
<td>703,156.00</td>
</tr>
</tbody>
</table>
problem in securing instructors for specialized extension activities such as workshops and conferences (Brouillette, Personal Statement, 1974). Because of campus teaching loads and distance, it was often necessary to advise groups that lectures and other requested specialized services could not be made available (Biennial Report, 1950-1952).

Extension centers had been maintained in Monroe and Lake Charles but when these institutions became independent, LSU was no longer able to utilize these centers (Biennial Report, 1950-1952).

Despite these hardships on the program thousands of people around the state received the benefits of a great University through extramural teaching, correspondence study, short courses, and the specialized non-credit programs which were offered (Biennial Report, 1950-1952).

The only requirement for admission to a correspondence course was the ability to pursue the course with profit. If credit was desired course prerequisites and entrance requirements also were to be satisfied (Records from Correspondence Study, 1954).

This same motivation extended through most of General Extension's offerings. If groups needed an educational service and could articulate their need, General Extension "stood ready to respond, either in Baton Rouge or elsewhere in the state" (Brouillette, Personal Statement, 1974).

Dr. Brouillette did not subscribe to the idea of offering extension work in communities where there were publicly supported colleges. He was of the opinion that the University should establish and support programs in cities, namely New Orleans and Shreveport,
regardless of the "assumed spheres of influence and service" claimed by private institutions (Records from Director's Office, 1954).

He wrote in 1954:

"While one does not wish to be a prophet, I am thoroughly convinced that there will be a continuing trend in the State for an expanded program of graduate work. I know definitely that this is going to be true in the field of teacher education, but I do not believe this is going to be limited to the field of Teacher education" (Records from Director's Office, 1954).

A greater demand for graduate work would occur, he wrote, because of recent changes made in the pay structure for public school teachers which called for "a greatly increased salaries for teachers with the Master's Degree" (Records from Director's Office, 1954).

Dr. Brouillette went on to propose the establishment of "semi-permanent centers in Alexandria, Bogalusa, New Orleans, and Shreveport through which extension activities might be channeled and might therefore avoid the haphazard manner in which extension classes had been scattered with little regard to geographic distribution (Records from Director's Office, 1954).

He wanted four full-time extension teachers in the field of education to "hold the line" and try and meet the demands of the elementary and secondary teachers of the State (Brouillette, Personal Statement, 1974).

Two instructors were hired and no extension centers were set up. "We found out where we were on the pole," noted Dr. Brouillette (Brouillette, Personal Statement, 1974).

The pattern established by his predecessors continued to be followed, to staff those requests for courses and programs on a
random and haphazard basis.

Influences

As a boy Dr. Brouillette's father read to him of foreign and strange places whetting his curiosity to learn more of those places. A series of lectures given by a priest who had served as a missionary in other lands, studies under T. F. Parkins, a noted geographer; also stimulated his interest in other cultures and lands (Brouillette, Personal Statement, 1974).

These experiences gave Dr. Brouillette an interest in other countries which was reflected in his career.

Dr. Brouillette quoted Charles Van Hise of Wisconsin, "....we are not going to wait for people to come to us, we are going to take our goods to them" (Records from Director's Office). This was one philosophy which seemed to guide him and General Extension.

Dr. Brouillette in 1953 developed a teacher-education training program in what was then Indo-China and established a normal school there (Records from Director's Office, 1974).

"The program was just beginning to make progress when the war broke out," Dr. Brouillette noted somewhat ruefully (Brouillette, Personal Statement, 1974).

As noted earlier, Dr. Brouillette helped develop an overseas program for military personnel in the Canal Zone and Puerto Rico.

Dr. Brouillette was a member of the Canada-United States Committee on Education for sixteen years and served as a member of its Executive Committee six years as American Co-Secretary. In 1964 Dr.
Brouillette was awarded an honorary membership in the Canadian Association of Directors of Extension and Summer Schools in recognition of his deep interest in its affairs. He was the only individual ever so honored (Records from Director's Office, 1974).

Although he disdained to claim that he was a "figure" in international education, his career reflected service to his state and to the world.

The establishment of Pleasant Hall as the Adult Education Center of the campus more than anything else gave General Extension a true identity (Brouillette, Personal Statement, 1974). Although not designed as an adult education center it allowed the General Extension Division the flexibility to expand its programs. Without this facility, limited as it was, it is doubtful that the program would have grown. At the time of its establishment it was only one of four such facilities in the nation, the others being in Minnesota, Georgia and Michigan (Brouillette, Personal Statement, 1974).

The designation of Pleasant Hall as an adult education center was brought about as a "lucky incident of geography" (Brouillette, Personal Statement, 1974). Dr. Brouillette remembers:

"When Hatcher was President he had given a verbal o.k. to fund an adult education center, but he died before anything was ever done. The library got priority. Stowe agreed that a building was needed, but he was fired....Middleton became President and he agreed we needed a building. There had been much discussion about the girls' dormitory, Pleasant Hall, because it was located on Highland Road and boys were always passing real close and whistling at the girls and maybe looking in the windows too, just a little bit. Anyway, President Middleton, being a stern man agreed to turn it over to the General Extension Division....If that dormitory had been somewhere else on campus, there might still be no Center on campus."
Dr. Brouillette continued.

"I applied for a grant from the Kellogg Foundation to really fix it up real nice. I would have gotten the money too because I had a friend on the Board of Directors, but the Foundation insisted the building had to be completely intergrated... The Board of Supervisor's were adamant against intergration, so it all fell through" (Brouillette, Personal Statement, 1974).

World War II

During the early phase of Dr. Brouillette's tenure, finding teachers and students was a problem. After the war students were plentiful, but good teachers were still difficult to locate (Brouillette, Personal Statement, 1974).

Particularly affected was Correspondence Study. Mrs. Helen Carleton reported in a Times-Picayune interview in 1945:

"On several occasions students have written for new stocks of materials with the explanation (my ship was shot out from under me and I lost everything I had including my mail order courses" (Times-Picayune, 1945).

Another student wrote that he had not been playing "hockey" but had been engaged in "other pursuits." Not long after it was learned he had been decorated for valor and not playing hookey (Times-Picayune, 1945).

Language preference through Correspondence Study showed people wanting to study French and Spanish, but few registered in German (Times-Picayune, 1945).

Other Activities

Dr. Brouillette was very active in the National University Extension Association. Besides serving on several committees he was elected Vice-President for the 1951-1952 school year. The following
year, 1952-1953, he was elected President, the only man from Louisiana State University so honored (Brouillette, Personal Statement, 1974).

In 1958, he was appointed Chairman of the Board of Supervisors-Faculty Committee on Industrial Solicitation. Others on the committee were: Tom Dutton, Percy Roberts, Ella Aldrich Schwing, A. R. Chappin, and Arthur Killer. This committee was to "set up machinery" to solicit contributions from business and industry for LSU (Records from Director's Office, 1958).

Dr. Brouillette's minutes of the initial meeting note:

"...that while the Committee was charged specifically with the setting up machinery to solicit funds from business and industry, the Committee would consider this as only one facet of the larger idea....which might be set up by the Board to encompass machinery for the solicitation and reception of funds from all sources....It was also agreed, that as a part of its recommendations to the Board of Supervisors, it would be suggested that the Board consider the setting up of a Louisiana State University Foundation" (Records from Director's Office, 1958).

The work of this committee, initially chaired by Dr. Brouillette culminated in the chartering of the LSU Foundation in January, 1960.

An activity in which Dr. Brouillette played the focal role, but was little recognized was the establishment of the Anglo-American Museum on the LSU campus. It was established as a result of a train ride and super-selling job by Dr. Brouillette. A friend who was riding on a train with Dr. Brouillette to New York mentioned to Dr. Brouillette that he might be interested in meeting a very rich man who was about to give away some money, for tax reasons, to a
university in the South, perhaps Tulane, Vanderbilt or Duke (Brouillette, Personal Statement, 1974).

It was explained that the potential donor, a man from Virginia, had an interest in history and perhaps might be persuaded to do something for income tax purposes. Dr. Brouillette met with him and "we hit it off right away," Brouillette remembered proudly. The donor who wished to remain anonymous was much taken with the idea, proposed by Dr. Brouillette, of establishing a museum. "He gave the money and that was that," noted Dr. Brouillette (Brouillette, Personal Statement, 1974).

Radio Department

Begun by P. H. Griffith in 1938 and continued by Marion B. Smith, the program was expanded in January, 1948, when WLSU became the radio voice of LSU. There were many problems, the chief problem being that WLSU transmitted on an FM frequency and there were only two hundred set owners in 1948 (Records from Director's Office, 1948).

However, various departments made programs and broadcast them. One of the most successful programs was "School of the Air," broadcasted every week day afternoon for in-school listening. Letters received indicated that good results were being derived in the areas of "critical thinking and appreciation of cultural values" (Biennial Report, 1950-1952).

In 1955, television production was begun. A conference room in Pleasant Hall was converted into a part-time studio (Biennial Report, 1954-1956)

The department was unable to conquer budget problems, however,
and in June, 1957, all television equipment was transferred to the Bureau of Public Relations and that department assumed responsibility for filming and recording services. Radio station WLSU was discontinued and transmission equipment sold (Biennial Report, 1956-1958).

Summary

Dr. Brouillette's administration was marked by expanding enrollments and expanding program offerings. New programs begun during his tenure included: The Acadian Handicraft Project, English Language Orientation Program, Caribbean Theater Program, Law Enforcement Training Program, Civil Defense Instruction, Firemen Training Program, Pleasant Hall Housing, and an expanded Short Course Program.

The war affected the program of General Extension and Brouillette felt that extension efforts were hampered during this period. His tenure, however, was marked by a high enthusiasm for extension efforts. He was elected President of the National University Extension Association, the only person from Louisiana State University to be so honored.

Dr. Brouillette was very active in establishing the LSU Foundation and Anglo-American Museum. Pleasant Hall, through Brouillette's efforts, became the Adult Education Center for the campus.

His career was international. He helped to establish a normal school in Indo-China, was a member for sixteen years of the Canada-United States Committee on Education, and as noted earlier established The Caribbean Theater Program.

He retired in 1964 after a long and successful tenure.
Dr. Lionel O. Pellegrin was named Director of the University's General Extension Division on July 1, 1964. He assumed the Director's position after having served two years as Associate Director (Records from Director's Office, 1964).

A native of Terrebonne Parish, he held the Bachelor's Degree from the University of Southwestern Louisiana and the Master of Arts and Doctor of Philosophy Degree from Louisiana State University. Before joining the Division he was director of elementary education and supervisor of special education for the Louisiana Department of Education. Previously, he had served as principal of DeQuincy High, Maplewood, Vincent and Henry Heights schools in Calcasieu Parish (Summer Reveille, 1964).

He had published several articles. Among his publications were "Special Education for Exceptional Children in Louisiana," "The Principal's Role in Evaluation," and "Special Education Centers in Louisiana" (Summer Reveille, 1964).

Description of General Extension Activities

The General Extension Division had grown in 1964, to seven departments. These departments had as their central purpose to extend the educational resources of Louisiana State University. Formal
university-level courses were provided by extramural teaching and correspondence study. Off-campus classes were offered anywhere in Louisiana where there was a demand. In addition to formal class instruction, a broad variety of other higher adult education programs were offered on and off the campus. It was felt that a change in title would be more descriptive of the program, therefore, in 1968, the General Extension Division became the Division of Continuing Education (Annual Report, 1968).

Short Courses and Conferences

The largest of the programs of the Division of Continuing Education, in terms of enrollment was Short Courses and Conferences (Biennial Report, 1964). Enrollments for Short Courses and Conferences were shown in Table 16. Enrollment averaged about 36,000 with a general decline from 1966-1967 with a hike in enrollment in the 1968-1969 year, then continued to decline until 1971-1972 (Biennial and Annual Reports, 1964-1974).

Mr. Edmond Boudreaux was named Coordinator of Short Courses and Conferences in 1963 relieving Dr. Pellegrin to pursue broader administrative responsibilities in the Division (Records from Short Courses and Conferences, 1963).

In September, 1970, the writer was named Coordinator of Special Programs and in 1971, along with Mr. Winton Hymel, coordinated activities in the Short Courses and Conferences Program when Mr. Boudreaux was transferred to other duties in the Division which included editing manuscripts for publication by the Division Press (Records from Short Courses and Conferences, 1971).
<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964 - 1966</td>
<td>60,007</td>
</tr>
<tr>
<td>1966 - 1967</td>
<td>48,466</td>
</tr>
<tr>
<td>1967 - 1968</td>
<td>32,035</td>
</tr>
<tr>
<td>1968 - 1969</td>
<td>41,371</td>
</tr>
<tr>
<td>1969 - 1970</td>
<td>36,356</td>
</tr>
<tr>
<td>1970 - 1971</td>
<td>31,471</td>
</tr>
<tr>
<td>1971 - 1972</td>
<td>36,825</td>
</tr>
<tr>
<td>1972 - 1973</td>
<td>41,224</td>
</tr>
</tbody>
</table>
An example of one of the more innovative programs offered through the Department of Short Courses and Conferences was the "Oil and Gas Well Blowout Prevention Training Program." The main objective in the program was to provide personnel who work on oil rigs individual instruction and opportunities to practice blowout prevention under carefully controlled conditions (Records from Short Courses and Conferences, 1972).

The training offered several unique features. A realistic training situation was achieved by using a mud-filled 6,000 foot training well. Threatened blowouts were created by injecting high pressure nitrogen in the bottom of the well. An electronic simulator was also used to expand the range of problems presented. The training facility was one of only six in the world (Records from Short Courses and Conferences, 1972).

Program offerings through Short Courses and Conferences were generally of short duration, usually non-credit, covering a variety of subject matter topics ranging from oil well blowout prevention to beginning violin lessons (Annual Report, 1973).

Paid newspaper advertising for special programs such as speed reading, piano, photography, and violin lessons was utilized for the first time in 1972. Enrollment in these programs increased approximately 40% (Records from Short Courses and Conferences, 1972).

Due to the publicity accorded to these programs and the increased enrollments, other similar programs were organized and this area of short course activity grew tremendously.
Extramural Teaching

One of the oldest of extension services at Louisiana State University, extramural teaching grew to its greatest size during the Pellegrin administration. Staffing classes in distant points in the State became possible when airplanes were utilized to shuttle instructors back and forth between Baton Rouge and Shreveport (Biennial Report, 1964-1966).

Many new programs serving various clientele were established. Graduate programs in engineering and business administration were developed to serve personnel employed by National Aeronautics and Space Administration and other industries in New Orleans. An undergraduate degree program was established in conjunction with Louisiana College at Fort Polk (Biennial Report, 1964-1966).

The weather was a factor in determining enrollments in the fall of 1965. Several class offerings in the Slidell area did not materialize and many New Orleans students enrolled in classes dropped out as a result of Hurricane Betsy (Biennial Report, 1964-1966).

The early years of Extramural Teaching consisted primarily of in-service training for elementary and secondary school teachers. However, in succeeding years more and more classes in other fields were offered off campus (Annual Report, 1966-1967). James Sylvest was employed in 1963 as the first full-time coordinator of extramural teaching activities (Records form Extramural Teaching Department, 1963). Until the employment of Sylvest, Mr. Boudreaux, Dr. Pellegrin, and others within the Division registered courses and the activities had been generally supervised by the Director and Assistant Director.
A significant change in the program which aided the growth of Extramural Teaching occurred in 1971 when approval was granted that made it possible to earn Master's degrees on any of three graduate resident centers, Shreveport, Eunice, or Alexandria without having to satisfy a residence requirement on the Baton Rouge campus (Annual Report, 1972).

Growth of the Extramural program during the Pellegrin administration was rapid. From an enrollment of 4,608 covering the two years of 1962-1964, the enrollment grew to 4,611 in the 1972-1973 school year (Biennial and Annual Reports, 1964-1973).

Enrollments in Extramural Teaching were shown in Table 17 (Biennial and Annual Reports, 1962-1973).

**Correspondence Study**

The Correspondence Study Department was established in 1924, as has been noted earlier, for the purpose of providing University instruction to citizens of the State who desired to pursue well organized and systematic courses of study, but for various reasons found it impossible or impractical to enroll in the University as resident students.

Dr. Fred Endsley was named to coordinate the Correspondence Study Department in 1967 (Records from Correspondence Study, 1967). Using vigorous marketing techniques utilizing television public service announcements, radio public service announcements, and mass mailings enrollments increased tremendously (Records from
### TABLE 17

**ENROLLMENT IN EXTRAMURAL TEACHING 1962 THROUGH 1973**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1962 - 1964</td>
<td>4,608</td>
</tr>
<tr>
<td>1964 - 1966</td>
<td>6,382</td>
</tr>
<tr>
<td>1966 - 1967</td>
<td>3,843</td>
</tr>
<tr>
<td>1967 - 1968</td>
<td>4,538</td>
</tr>
<tr>
<td>1968 - 1969</td>
<td>4,442</td>
</tr>
<tr>
<td>1969 - 1970</td>
<td>4,846</td>
</tr>
<tr>
<td>1970 - 1971</td>
<td>4,820</td>
</tr>
<tr>
<td>1971 - 1972</td>
<td>4,572</td>
</tr>
<tr>
<td>1972 - 1973</td>
<td>4,611</td>
</tr>
</tbody>
</table>
Correspondence Study, 1968). From total enrollments of 2,705 in the years 1962-1964, the enrollment grew to 6,768 in the year 1972-1973. Further enrollment data were shown in Table 18.

In July, 1970, Correspondence Study and Extramural Teaching were placed under the direction of Dr. James Sylvest when Dr. Endsley left the Division (Records from Extramural Teaching, 1970).

In July, 1970, Dr. Endsley left Correspondence Study when he was named Assistant Dean of the College of Business Administration. The Correspondence Study Department and Extramural Teaching Department were both coordinated thereafter by Dr. Sylvest (Records from Extramural Teaching, 1970).

Civil Defense Instruction

Initiated only one year before Dr. Pellegrin's tenure as Director of Continuing Education began, Dr. Pellegrin should really be given credit for its inception as it was "he who did the research and prepared the proposal which established the Civil Defense Instruction Program at Louisiana State University" (Ward, Personal Statement, 1974).

In the 1963-1964 school year, the program included conferences designed to acquaint public officials with their responsibilities in time of disaster and courses for instructors of Radiological Monitoring and Shelter Management. Five full-time employees were appointed to carry out this program headed by Mr. William Ward, formerly superintendent of Ouachita Parish School (Records from Civil Defense Office, 1964).
<table>
<thead>
<tr>
<th>Year</th>
<th>Correspondence Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1962 - 1964</td>
<td>2,705</td>
</tr>
<tr>
<td>1964 - 1966</td>
<td>4,004</td>
</tr>
<tr>
<td>1966 - 1967</td>
<td>2,742</td>
</tr>
<tr>
<td>1967 - 1968</td>
<td>5,463</td>
</tr>
<tr>
<td>1968 - 1969</td>
<td>5,526</td>
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<tr>
<td>1969 - 1970</td>
<td>5,902</td>
</tr>
<tr>
<td>1970 - 1971</td>
<td>6,150</td>
</tr>
<tr>
<td>1971 - 1972</td>
<td>6,372</td>
</tr>
<tr>
<td>1972 - 1973</td>
<td>6,768</td>
</tr>
</tbody>
</table>
Governor Jimmie Davis and President John Hunter participated in the initial meeting which was highlighted by an address by General Francis A. Woolfley, State Director of Civil Defense who told the gathering:

"We are confident that State officials will support this University training program which is designed to meet critical needs on the local level. Communities may have to 'go it alone' following enemy attack, and subsequently must be prepared to protect themselves and to provide survival programs without outside assistance" (Civil Defense Records, 1963).

At the inception of the program, specific guidelines were given to avoid instruction pertaining to natural disasters, and to emphasize problems revolving around nuclear attack. Over the years this emphasis shifted. Mr. Ward stated:

"It became more and more of a problem to get people out for programs dealing with nuclear attack in peacetime. In the early days when people could remember more easily the threat of attack by missiles from Cuba people responded to these type meetings, but it got harder and harder. Authorization was given to include classes for natural disasters although we still give the other type" (Ward, Personal Statement, 1974).

Mr. Ward continued:

"The program is dwindling now. It gets harder and harder to 'sell' even natural disaster programs. The staff has been cut several times, we had five instructors at one time, now we are down to two. We are on a year by year basis, but so far our contract is always renewed" (Ward, Personal Statement, 1974).

Data shown in Table 19 indicated the peak enrollment for the Civil Defense Program was reached in the 1969-1970 school year when 1,654 persons took part. Since that time a rapid decline has occurred with enrollment of only 764 in the 1972-1973 school year (Records from Civil Defense Office, 1964-1973).
<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964 - 1965</td>
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<tr>
<td>1965 - 1966</td>
<td>1,300</td>
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<tr>
<td>1966 - 1967</td>
<td>1,514</td>
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<tr>
<td>1967 - 1968</td>
<td>1,231</td>
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<tr>
<td>1968 - 1969</td>
<td>1,267</td>
</tr>
<tr>
<td>1969 - 1970</td>
<td>1,654</td>
</tr>
<tr>
<td>1970 - 1971</td>
<td>842</td>
</tr>
<tr>
<td>1971 - 1972</td>
<td>779</td>
</tr>
<tr>
<td>1972 - 1973</td>
<td>764</td>
</tr>
</tbody>
</table>
English Language Orientation Program

Begun in 1946, the English Language Orientation Program's budget was administered by the General Extension Division, however program direction came from the Foreign Language Department (Records from English Language Orientation Program, 1965). It was completely reorganized academically and administratively in the fall of 1965, under the leadership of Dr. Pellegrin and the Program's director, Dr. Andrew H. Yarrow. However, the Director reported directly to the Dean of Academic Affairs (Records from English Language Orientation Program, 1965).

This was changed in 1969, when Chancellor Cecil Taylor in a memorandum to Dr. Pellegrin directed that Dr. Yarrow "be responsible to the Director of the Division (Continuing Education) and through him, (instead of directly), to the Dean of Academic Affairs" (Records from English Language Orientation Program, 1969).

The English Language Orientation Program shared a number of essential features with other Division of Continuing Education programs: it was self-supporting; it offered only non-credit courses; its teachers, who represent several disciplines, did not hold regular faculty rank (Records from English Language Orientation Program, 1969).

Growth of the English Language and Orientation Program following the advent of Dr. Yarrow's direction was phenomenal. Enrollments increased from 168 in the 1965 - 1966 school year to a record 763 in the 1972-1973 school year. Not only was this Louisiana's only such program it has become the largest full-time university-run program in
the country (Records from English Language Orientation Program, 1965-1974). Growth of enrollments were shown in Table 20.

Whereas during the first twenty years students were drawn almost exclusively from Latin America, in recent years the proportion of students from other areas has increased to nearly 60% of the total enrollment. Countries represented in the program during the 1972-1973 school year were shown in Table 21 (Records from English Language Orientation Program, 1946-1974).

A significant compliment was accorded the English Language Orientation Program in 1973 by the Latin American Scholarship Program of American Universities, an organization which sponsors professors from Latin America in the United States for graduate study. On the basis of several years' experience with other intensive English programs and the Test of English as Foreign Language results obtained from students in the L.S.U. program, it was concluded that:

"...the English Language Orientation Program (at L.S.U.) offered the best program....and assigned the largest share of its six months students and all of its three months students to the English Language Orientation Program (Records from English Language Orientation Program, 1973).

Under other directors the Program had declined. The course was offered on only one level with the same basic text for all students (Records from English Language Orientation Program, 1965).

With the new program inaugurated by Dr. Pellegrin and Dr. Yarrow, the content and textbooks were changed immediately. It was evident to them that the program should be taught on a minimum of three levels: elementary, intermediate, and advanced with a staff of full-time instructors. Accordingly, three full-time instructors were
<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1965 - 1966</td>
<td>168</td>
</tr>
<tr>
<td>1966 - 1967</td>
<td>344</td>
</tr>
<tr>
<td>1967 - 1968</td>
<td>394</td>
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<tr>
<td>1968 - 1969</td>
<td>486</td>
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<tr>
<td>1969 - 1970</td>
<td>620</td>
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<tr>
<td>1970 - 1971</td>
<td>657</td>
</tr>
<tr>
<td>1971 - 1972</td>
<td>721</td>
</tr>
<tr>
<td>1972 - 1973</td>
<td>763</td>
</tr>
</tbody>
</table>
## TABLE 21

**ENROLLMENT BY COUNTRIES IN THE**

**ENGLISH LANGUAGE ORIENTATION PROGRAM 1972-1973**

<table>
<thead>
<tr>
<th>Country</th>
<th>Enrollment</th>
<th>Country</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
<td>1</td>
<td>Italy</td>
<td>1</td>
</tr>
<tr>
<td>Algeria</td>
<td>1</td>
<td>Japan</td>
<td>10</td>
</tr>
<tr>
<td>Bolivia</td>
<td>5</td>
<td>Korea</td>
<td>1</td>
</tr>
<tr>
<td>Brazil</td>
<td>15</td>
<td>Libya</td>
<td>27</td>
</tr>
<tr>
<td>Cambodia</td>
<td>1</td>
<td>Mexico</td>
<td>25</td>
</tr>
<tr>
<td>China</td>
<td>1</td>
<td>Nicaragua</td>
<td>13</td>
</tr>
<tr>
<td>Colombia</td>
<td>36</td>
<td>Panama</td>
<td>4</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>3</td>
<td>Peru</td>
<td>13</td>
</tr>
<tr>
<td>Ecuador</td>
<td>3</td>
<td>Saudi Arabia</td>
<td>2</td>
</tr>
<tr>
<td>El Salvador</td>
<td>4</td>
<td>Thailand</td>
<td>22</td>
</tr>
<tr>
<td>Haiti</td>
<td>2</td>
<td>Turkey</td>
<td>7</td>
</tr>
<tr>
<td>Honduras</td>
<td>7</td>
<td>U. A. E.</td>
<td>1</td>
</tr>
<tr>
<td>Iran</td>
<td>50</td>
<td>Venezuela</td>
<td>25</td>
</tr>
</tbody>
</table>
appointed with the title of Associates in the fall of 1966 and three more in the fall of 1967 (Yarrow, Personal Statement, 1974).

As the enrollment grew, more associates were added and further revisions were made in the organization of the program. Instruction was offered on six levels: beginners, elementary, low intermediate, mid intermediate, high intermediate, and advanced; usually, with two to four sections at each level (Yarrow, Personal Statement, 1974).

From one instructor in charge of the program at its inception, the English Language Orientation Program employed fifteen full-time teachers at its peak enrollment in 1973-74 in addition to six student assistants, four clerical workers, a Counselor, and the Director (Records from English Language Orientation Program, 1974).

In commenting on the program Dr. Yarrow noted: "The content of the program has changed considerably over the years and is still changing as a result of experience, experimentation, and knowledge gained from scholarly literature and professional conferences" (Yarrow, Personal Statement, 1974).

Firemen Training Program

After a successful initial year of service the Firemen Training Program was ready for expansion. During its second year of existence classes were held in fifty sites and three specialized schools were conducted. By 1966, the instructional staff had grown to four (Records from Firemen Training Program, 1966).

The Louisiana Legislature aided the growth of the Program by passing House Concurrent Resolution No. 151 on July 1, 1966, which stated:
Therefore, be it resolved by the House of Representatives of the Louisiana Legislature, the Senate thereof concurring, that the LSU Firemen Training Program is officially designated as the Agency of this State to conduct training for in-service firemen on a basis whereby officers from any and all duly constituted fire departments may participate. This does not lessen the responsibility or desirability of individual fire departments conducting training of their own personnel.

Be It Further Resolved that other state agencies of Louisiana are urged to give support and aid to the LSU Firemen Training Program in executing this mandate."

By 1969, the Program had grown to such proportions and complexity, the need arose for a full-time supervisor who understood more fully the needs of the Program. The Law Enforcement Program had also grown tremendously. Mr. Julian Martin had been coordinating both programs. The programs were separated in July 1969, and Carroll Herring was named Coordinator of the Firemen Training Program (Records from Firemen Training Program, 1969).

When asked what aided the growth of his department, Mr. Herring commented:

"....The most significant event that furthered growth of the Program was the passage, in 1970, of Act 32 which dedicated ¼ of one per cent from gross premiums paid for fire insurance in Louisiana to the LSU Firemen Training Program. Money received from this Act was used to develop a center to train firemen and hire needed personnel. As a result of this additional funding, the complement of people was raised to a coordinator, six associates, three secretaries, a mechanic, a maintenance repairman, and three student helpers" (Herring, Personal Statement, 1974).

The program was moved from Pleasant Hall to its present location in the Administration Building at 6868 Nicholson Extension in December, 1972. This building was constructed from funds derived from Act 32, 1970 (Records from Firemen Training Program, 1972).

A mobile pump trainer (fire truck) was secured for $31,000.00 on
April 1, 1973. This piece of equipment will be utilized in many facets of instruction as well as teaching men how to drive properly (Herring, Personal Statement, 1974).

From a two-man operation enrolling 941 persons expending a budget of $52,000.00 in its initial year, the Firemen Training Program has grown in size and scope until fifteen persons were employed in 1974. In the year 1972-1973, enrollment had reached 3,373 people. Budget expenditures reached $267,581.00 (Records from Firemen Training program, 1965-1973).

The LSU Firemen Training Program has provided several significant contributions to the science of fire fighting. Mr. Herring noted: "...When the program began there was little departments from different towns and cities could do to assist each other in fighting fires because much of the equipment was not interchangeable. Hose threads, for instance, often were not interchangeable. Through instruction in the use of adapters this problem was overcome and communities, particularly small communities, could cooperate with greater efficiency in times of emergency" (Herring, Personal Statement, 1974).

"Another significant contribution to the science of fire fighting was to help the DuPont Company with specifications for new fire fighting coats. In the past, coats would often catch on fire and injure the fireman. Information provided by the LSU Firemen Training Program helped remedy this situation" (Herring, Personal Statement, 1974).

Programs continued to be held around the state in all subject areas from basic fire courses through fire administration. The
classes taught around the state were: Basic Firefighting, Firemanship I, fire streams, fire apparatus, special operations, officer training, inspection practices, ladder and rescue practices. Classes which continued to be taught at the Firemen Training Center include: Fireman Training Institute, Fire College, Arson Investigation, Fire Inspections, the Industrial Fire College, special weekend schools for volunteers, and instructor training (Annual Report, 1972-1973).

Future plans will include construction of a seven-story training facility, a 30' x 60' classroom, and storage garage (Annual Report, 1972-1973).

Institute of Insurance Marketing

Prior to World War II little was done, educationally, for life insurance agents. Although there were more than 1,500 life insurance companies, only twelve had internal training programs (Records from Institute of Insurance Marketing). After the war, the life insurance industry "boomed" and insurance companies were desperate to recruit salesman, but little, if anything, was available to provide them with formal training in the field of life insurance (Wolfe, Personal Interview, 1974).

A. R. "Bert" Juqua conceived the idea of an insurance institute where men and women could be prepared on a sound basis and in 1945 opened at Purdue University the Life Insurance Marketing Institute (Records from Institute of Insurance Marketing).

From the onset at Purdue, there was dissension as to how the program should be taught. Juqua thought it would be a practical,
"nuts and bolts" type program. University officials thought it should be more theoretical (Records from Institute of Insurance Marketing).

In 1946, Juqua moved to Dallas and established the Institute for Insurance Marketing at Southern Methodist University. The basic curriculum he established at Southern Methodist University dealt with: technical aspects of life insurance, salesmanship, and the agent as a business man (Records from Institute of Insurance Marketing).

The program at Southern Methodist University was small and basically served small Texas insurance firms due to a Texas law which required that all money received from life insurance settlements had to be reinvested in Texas. Until this law was repealed few of the major life insurance companies did much business in Texas. Chuck McGlasson, the Director of the Institute recalled the facilities in Texas.

The Institute was housed in a quonset hut which was not air-conditioned and had formerly served as army barracks. "Insurance companies did not appreciate these accommodations, particularly in the summer months. It was bleak" (McGlasson, Personal Statement, 1974).

A group representing insurance firms from Louisiana, Arkansas, and Texas "offered in the early 60's to construct and pay for a new facility, but the Southern Methodist University charter did not provide for construction of a single purpose facility." "The group was not inclined to pay for a multi-purpose building," McGlasson noted (McGlasson, Personal Statement, 1974).

A committee began searching for a new host. Dr. Pellegrin, Dudley Guglielmo, Insurance Commissioner for Louisiana and
Dr. William Ross, Dean of the College of Business Administration, were approached by representatives from the life insurance industry for L.S.U. to accept responsibility for the Institute (McGlasson, Personal Statement, 1974).

In presenting a proposal to the Louisiana State University Board of Supervisors for the adoption of the Institute by LSU, it was pointed out by W. P. Whaley, President of the Institute's Board of Directors:

"...The last eighteen years at Southern Methodist University have been harmonious, but the Institute works primarily through adult extension work, and it will be better served at L.S.U., a major state University and one with a flourishing extension division...In recent years, 70 per cent of the institute's regular students have come from the southeastern region of the United States" (Morning Advocate, 1964).

Dr. Pellegrin explained to the Board of Supervisors that Southern Methodist University, as a private university, was not primarily concerned with adult education as such. He added that better facilities could be provided for the Institute at a university such as L.S.U. (L.S.U. Board of Supervisors' Minutes, 1964).

The Board of Supervisors, by a unanimous vote, authorized the establishment of the Institute of Insurance Marketing on a "self-supporting, non-profit basis" (L.S.U. Board of Supervisors' Minutes, 1964).

The Institute's plans called for the life insurance industry in the state and region to contribute $100,000.00 to the LSU Foundation for use in financing a $300,000.00 Institute building. The remainder of the money was to have come from the sale of bonds, the retirement of which would be made by rental of rooms in the new
building and income from training programs (Records from Director's Office, 1964).

The Institute moved from Dallas to Baton Rouge in the summer of 1964 with Charles Gaines as the first director. Ground was broken on May 24, 1965 for the new addition to house the Institute and was occupied approximately one year later (Records from Institute of Insurance Marketing, 1965).

The Institute, under Gaines grew steadily. However, in 1967, he resigned as Director to re-enter the life insurance industry in a sales position. His replacement, "James Whitt, while very sound in the technical aspects of the industry was not a promoter," said Wolfe, "and enrollment declined" (Wolfe, Personal Statement, 1974).

An examination of the enrollment data shown in Table 22 bears out this assertion. Whitt was replaced by Morey C. McGlasson in 1972. Vigorous marketing efforts followed and enrollment picked up dramatically reaching an all-time high in 1972-1973).

The curriculum was totally re-structured by McGlasson and the Institute's scope was broadened to include instruction in the property and casualty aspects of insurance in 1972 (McGlasson, Personal Statement, 1974).

**Budget**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964 - 1965</td>
<td>648</td>
</tr>
<tr>
<td>1965 - 1966</td>
<td>840</td>
</tr>
<tr>
<td>1966 - 1967</td>
<td>1,126</td>
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<tr>
<td>1967 - 1968</td>
<td>815</td>
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<td>1968 - 1969</td>
<td>546</td>
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<tr>
<td>1969 - 1970</td>
<td>547</td>
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<tr>
<td>1970 - 1971</td>
<td>628</td>
</tr>
<tr>
<td>1971 - 1972</td>
<td>872</td>
</tr>
<tr>
<td>1971 - 1973</td>
<td>1,235</td>
</tr>
<tr>
<td>Year</td>
<td>Amount</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>1964 - 1965</td>
<td>1,108,350</td>
</tr>
<tr>
<td>1965 - 1966</td>
<td>1,230,416</td>
</tr>
<tr>
<td>1966 - 1967</td>
<td>1,380,682</td>
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<tr>
<td>1967 - 1968</td>
<td>1,524,310</td>
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<td>1968 - 1969</td>
<td>1,675,464</td>
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<td>2,010,827</td>
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<tr>
<td>1970 - 1971</td>
<td>2,235,890</td>
</tr>
<tr>
<td>1971 - 1972</td>
<td>2,745,266</td>
</tr>
<tr>
<td>1972 - 1973</td>
<td>2,494,507</td>
</tr>
</tbody>
</table>
Budget figures showed rather consistent chronological growth and paralleled closely the rise in enrollments and diversity of programming. From a total of 1,108,350 expended in 1964-1965, the budget grew to 2,494,507 in 1972-1973.

Approximately sixty-six per cent of this money was self-generated (Financial Reports, 1964-1973).

**Instructional Practices**

The Extramural Teaching Department classes, in most cases, were taught by regular University faculty members and generally met once a week for fifteen weeks. In some instances, personnel who were not regular faculty members were approved for teaching by the department concerned. Extramural instructors traveled to off-campus teaching assignments in automobiles furnished by Extramural Teaching, in an airplane, or sometimes in private automobiles, in which case, instructors were reimbursed (Documents from Extramural Teaching).

Students enrolled in extramural classes were admitted on practically the same basis as were students enrolled for regular resident instruction. Graduate students, taking courses for resident credit, had to be admitted by the department, school, and/or college concerned as were students on campus (Documents from Extramural Teaching).

In Correspondence Study, college and high school courses were offered to qualified students throughout Louisiana and the world who were unable to study in residence. The average correspondence course included seventeen lessons and a final examination. Lessons were mailed to students upon enrollment and returned to the Correspondence
Study Department from which the lessons were transmitted to an instructor for grading. A maximum of three completed assignments per week were allowed. Graded lessons were then returned to the student and a final examination administered. The final examination had to be completed successfully in order for the student to receive course credit (Documents from Correspondence Study).

Instruction in insurance marketing, law enforcement, firemen training, and civil defense was provided by regularly employed Division of Continuing Education personnel and supplemented by part-time instructors who were leaders in the various fields (Biennial and Annual Reports, 1964-1973).

The Short Courses and Conferences Department maintained no permanent faculty but sought instruction from throughout the University, and throughout the nation (Annual Report, 1973).

Insurance marketing, law enforcement, firemen training, civil defense, and short courses each sought to meet particular needs in an intensive, but generally short period of instruction. The majority of programs offered by these programs was in response to an expressed demand.

Influences

Increased availability of significantly large sums of money from Federally-financed programs aimed at implementing various kinds of services and institutes provided impetus for the development of several programs in the Division. They were: the Head Start Program, Louisiana Goals Programs, Continuing Legal Education, National Science Foundation Summer Institutes and the Governmental Services Institute.
Money from the Higher Education Act of 1965, Title I provided money for many of these activities (Records from Director's Office).

The requests of specific groups for adult-level programs offered through the Graduate School, Departments of the College of Engineering, and the Division of Continuing Education through evening classes at New Orleans, Shreveport, and other locations caused rapid expansion in extramural efforts. Requests from the military for programs at England Air Force Base, Fort Polk, and Barksdale Air Force Base also helped growth (Development of Continuing Education, 1967).

Until these groups began making specific requests for courses, Extramural Teaching served the needs of persons in the various communities of the State who wanted to earn credit or become more knowledgeable through occasional registration in extension classes. However, this became a minor part of the work. In a speech to academic deans Dr. Pellegrin noted:

"Most of the work offered now is part of a degree program ....is requested for a specific purpose by an industrial or business concern, or public or professional organization.... Therefore, we find ourselves planning sequences of courses in accessible 'centers' " (Records from Director's Office, 1968).

Greatly influencing the growth of the Division of Continuing Education was the growth of the University itself. No effort was made by the Division of Continuing Education to separate itself from the main educational program of the University. The program of the Division of Continuing Education was in reality an extension of the University itself (Annual Report, 1966-1967).

Court-ordered desegregation led to the establishment of many programs as parish school boards sought assistance from the University.
through the Division to help meet the problems of a dynamic society. Such programs were offered through the Extramural Teaching Department in the parishes of East Feliciana, West Feliciana, Washington, and East Baton Rouge (Records from Extramural Teaching, 1969).

As has been noted earlier, most of the services rendered by the Division of Continuing Education were in large part self-supporting and in some cases were completely self-supporting. This restraint limited progress and the establishment of new services became more problematic (Annual Report, 1969-1970).

The lack of facilities and personnel hindered the expansion of programs in Short Courses and Conferences, Law Enforcement Training, English Language Orientation, and Correspondence Study (Annual Report, 1971-1973). Some faculty members elected not to participate in conference activity in Pleasant Hall because ample parking could not be provided (Annual Report, 1973).

Other Activities

Under the direction of Dr. Pellegrin, the Division of Continuing Education was to grow to its most comprehensive state. As noted earlier since extension work began, service to citizens in the state, to make the University available to everyone had been major objectives. During the Pellegrin administration, however, there seemed to be an even greater emphasis on the development of a total, more comprehensive program of academic service as evidenced by the development of new programs in Civil Defense, English Language Orientation, Firemen Training and Insurance Marketing.
Dr. Pellegrin was very active in leadership positions in education. He served on the Board of Directors of the National University Extension Association 1968-1970 (Records from Director's Office, 1970). In addition he was one of the leaders in revising Standard IX of the Standards of College Delegate Assembly, which states,

"Special activity (extension) should not be determined solely on the principal of being self-supporting but rather on the principal of fulfilling the educational responsibility of the institution to its constituents. Necessary financial resources must be available and committed to support special activities of the institution" (Standard IX, 1973).

A new service was initiated in August, 1972, when the Governmental Services Institute was formed when a proposal, prepared by this writer at Dr. Pellegrin's request, was funded utilizing a grant under Title I of the Higher Education Act of 1965. The aim of the Institute was to serve as a resource through which research and teaching expertise of the University could be channeled into state and local governments in such a way as to contribute to solving problems faced by local governing agencies (Programs of Community Services Proposal, 1972).

Programs in which the Institute had been involved included the following: Federal Revenue Sharing, Pre-Session Conference for Legislators, Parish Accounting Training Program, Special Revenue Sharing, Tax Assessors, Budget Analysis, Methods of Instruction and Capitol Budget Training Program (Annual Report, 1972-1973).

The Louisiana Continuing Legal Education Program was another program launched during the tenure of Dr. Pellegrin. This program
was operated through Short Courses and Conferences and provided instruction designed:

"...to instill in the lawyer an awareness of his social responsibility, to provide information to enable him to better discharge his responsibilities, to provide a forum of communication among members of the judiciary, and to promote cooperation of bar associations" (Continuing Legal Education Service, 1972).

Efforts to utilize the faculty of the Louisiana State University Law School and that of neighboring schools were sought (Continuing Legal Education Services, 1972).

Trends

In an effort to better meet the needs of citizens around the State, specialized programs for specific groups were formulated and expanded as noted earlier in the formation of new departments within the Division of Continuing Education, namely: Institute of Insurance Marketing, Firemen Training Program, Civil Defense Training Program, Continuing Legal Education Program, and the Governmental Services Institute.

An urgency to upgrade and update the training of professional and technical members of the work force was noted, particularly, in the Short Courses and Conferences area (Annual Report, 1973).

Federal legislation became increasingly the springboard for the establishment of new programs. This change formed the financial base for many Division of Continuing Education programs (Records from Director's Office, 1973). In somewhat the same way, the Cooperative Extension Service had been created a half-century before to provide practical education in agriculture for farm families, now a
nation composed predominately of city dwellers sought university expertise in the solution of its complex urban problems. Dr. James Sylvest and the writer, for example, spoke to this development and detailed the University's role in a program sponsored by the Office of Urban Affairs of the American Council on Education in the 1970's, "in New Orleans (Records from Short Courses and Conferences, 1972).

The increased use of Extension's capabilities in providing better public understanding of major social and economic problems confronting it became more commonplace (Annual Report, 1973).

"...The image of the night school student finishing his education to get ahead became passe. Now, as everyone knew, no one could finish learning....The knowledge explosion has established continuing education as a way of life, merely to try and keep pace and not get too far behind" (Annual Report, 1973).

Summary

Dr. Pellegrin's tenure was marked by a rise of enrollments in all programming phases. Added to the program during this period was the Institute of Insurance Marketing, Governmental Services Institute, and Continuing Legal Education. Civil Defense was organized during Dr. Brouillette's last year as Director, the program was the result of planning and organization done by Dr. Pellegrin.

Organizational efficiency was the earmark of Dr. Pellegrin's tenure. Several programs were re-organized including: English Language Orientation, Firemen Training, Law Enforcement Training, Extramural Teaching and Correspondence Study.

Greatly influencing the growth of the Division was the growth of the University. No effort was made by the Division to separate
itself from the main educational program of the University. Aiding the growth of the Division was the increased availability of money from Federal Sources.

Dr. Pellegrin retired in 1973, after leading the Division to its most comprehensive state.
Chapter 7

SUMMARY, RECOMMENDATIONS AND CONCLUSION

Summary

The sequence of events which led to the establishment of University Extension at Louisiana State University can be traced to a letter from President Boyd to Charles Stumberg citing the pressures he faced in making the University more accessible to the people of the State. In this letter, President Boyd gave to Mr. Stumberg the task of formulating a program that would allow citizens fuller use of the University.

When the Louisiana State University Board of Supervisor's met on June 16, 1924, it moved to accept Mr. Stumberg's plan for extension work and also named Mr. Stumberg to direct the new program. His duties as the Director of University Extension began on July 1, 1924.

The Division was housed in the Pentagon Barracks and was operated primarily to assist teachers through extramural offerings and correspondence study. However, offerings were quickly expanded and soon were serving the entire state through correspondence and itinerant teachers.

However, the University outgrew the old Pentagon Campus and
moved in 1925 to the present site. Here University Extension occupied a portion of Hill Memorial Library.

Extension activities grew in its new setting as did the University. University Extension became the General Extension Division in 1931, the same year that the Water and Sewage Plant Workers' Conference was held for the first time. This conference is the oldest continuing conference activity at the University.

As the program grew, it was moved to David Boyd Hall and later, on a trial basis, was moved to Pleasant Hall where overnight accommodations could be arranged for conference participants. General Extension flourished in its new setting. The Law Enforcement Training Program, Firemen Training Program, Civil Defense Program, English Language Orientation Program, and the Institute of Insurance Marketing became established programming thrusts of the Division.

In 1960, at a cost of $750,000, Pleasant Hall was renovated and became the Adult Education Center of the campus. In 1966, a new wing to accommodate the Institute of Insurance Marketing was completed. In 1972, a new facility was constructed to house the Firemen Training Program.

The Division has benefited from the leadership of each of its five directors. Each one was capable of meeting the particular needs of the Division during his tenure. The directors and their period of tenure were:

- Charles H. Stumberg 1924 - 1931
- Preston T. Griffith 1931 - 1941
- Marion B. Smith 1941 - 1944
- Joseph W. Brouillette 1944 - 1964
- Lionel O. Pellegrin 1964 - 1973
The Division began with very limited offerings but expanded to meet expressed and perceived needs of the State. It has served a vital role in the continuing education of many diverse groups, particularly teachers and has established a national reputation for conducting a comprehensive continuing education program of academic excellence, reflecting great sensitivity to the needs of its citizens.

The great flexibility of the Division in planning programs to meet the expressed needs of citizens of Louisiana contributed to the success of the Division. The increasing reliance of business and professional groups upon the Division to provide constant, inservice, life-long educational programs was a reality. This reliance did not occur by chance. Over the years, in times of educational need, professional groups turned to the various directors of the Division for leadership in quality educational programming. That their needs were met was reflected in a growing, expanding Division of Continuing Education and the fact that these groups continued to return to the Division for programs.

If we, however, concentrate only on one specialized consequence, enhancement of employability, the deepest sense of man's commitment to education is missed. Continuing education and each of the directors were committed to enabling man to live more fully.

The central theme in the history of the Division has been to make the benefits of education available to all citizens of Louisiana. It is a tribute to the five directors of extension activities that they identified the problem so early and attacked it so vigorously.

Our society cannot survive without a high percentage of able
and educated people who keep their skills abreast of the times. The benefits accrue to the State, to the individual, and to the University. As specialized programs were tailored specifically for groups, the University and its faculty were strengthened with these fresh contacts from without the University.

Lack of transportation or access to the University, the depression, The "Louisiana Scandals," World War II and the resultant "baby boom," rapidity of technological change, Federally financed programs, and acceptance of the fact that education to prevent obsolescence is a necessity have all had great impact on continuing education programming. These factors influenced growth sometimes in a positive fashion, sometimes in a negative fashion.

Recommendations

Some faculty and administrators cannot or will not adapt programs, teaching methods, and attitudes to keep pace with the constantly changing needs of the public. Provisions should be made with each college to establish committees to determine, on a regular basis, the continuing education needs of the public each college serves and devise educational programs and strategies to meet those needs.

The Division of Continuing Education is presently unable to significantly expand its program due to a critical lack of facilities including: conference rooms, adequate parking, housing for conference participants, and office space. In addition, the lack of support personnel has hindered program growth. Provisions should be
made immediately for these items.

The most significant factor which retards growth, however, is the "self-supporting principle" which has affected the development of continuing education activities since 1924. Although the Division has always generated a large proportion of its budget, programs now have to be completely self-supporting. Provisions should be made which would bring the University into compliance with Standard IX of the Southern Association of Colleges and Schools which states:

"Institutional or general fund support for special activities should be consistent with the institutional policy for support of all divisions or units within the total institution. Special activity should not be determined solely on the principle of being self-supporting but rather on the principle of fulfilling the educational responsibility of the institution to its constituents. Necessary financial resources must be available and committed to support the special activities" (Standard IX, Accreditation in Adult and Continuing Education Programs, 1973).

Conclusion

If continuing education activities are successful in meeting the challenges before it, it will be due in large part to the groundwork laid over the past fifty years by the five directors discussed. Their long record of significant contributions provides a base from which the University can move to meet future problems.

The existing program did not occur by chance nor did it grow to its present size because the University grew. Rather, the program developed and expanded because directors with ability, vision, and a dedication to public service, along with other professionals, were looking after the various programs locally, in the State, and in some cases over the Nation.
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VITA

John B. Powell III, was born in Ruston, Louisiana on March 28, 1942. After graduating from Wisner High School he entered Louisiana Tech University from which he received the Bachelor of Arts degree. He completed his Master's degree at Louisiana State University.

He was employed by the East Baton Rouge Parish School Board 1965-1968 where he served as a classroom teacher and coach. In 1968, he was employed by the Division of Continuing Education and in 1974 transferred to Louisiana State University in Shreveport as Director of Conferences and Institutes and Assistant Professor in the College of Education.
EXAMINATION AND THESIS REPORT

Candidate: JOHN B. POWELL, III

Major Field: EDUCATION

Title of Thesis: A HISTORY OF LOUISIANA STATE UNIVERSITY DIVISION OF CONTINUING EDUCATION 1924-1973

Approved:

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