1968

An Historical Study of Adult Education Programs of the Brigham Young University From 1921 to 1966

Keith Lowell Smith
Brigham Young University - Provo

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AN HISTORICAL STUDY OF ADULT EDUCATION PROGRAMS
OF THE BRIGHAM YOUNG UNIVERSITY
FROM 1921 TO 1966

A Thesis Submitted to the
Department of History
Brigham Young University
Provo, Utah

In Partial Fulfillment of the
Requirements for the Degree
Master of Arts

by
Keith L. Smith
May 1968
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Keith L. Smith
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CHAPTER I

INTRODUCTION

The purpose of the study is to record the history of Adult Education programs of the Brigham Young University. Such a history has not been written although two master's theses and one doctor's thesis have treated some phases of the study. George S. Haslam, Chairman of the B. Y. U. Ogden Center for Continuing Education, explored in his master's thesis the History of the Policy Making Groups of the Brigham Young University particularly as they have reference to adult education. A thesis on the establishment of the Audio Visual Department of B. Y. U. was completed in 1959 by Paul S. Smith and Dr. D. Garron Brian did his study on Adult Education in the Church of Jesus Christ of Latter-day Saints.

The work will be valuable to present and future administrators of the Division of Continuing Education and will serve as reference material for adult educators in other institutions.

Adult Education

Adult Education, in its broad interpretation, is the fastest growing segment of American education. More important, much
of this learning process is becoming not a "making up" but a "keeping up" and a "going ahead". With this philosophy in mind the Brigham Young University has made important contributions in the field of adult learning and has been recognized as one of the leading educational institutions in the United States in this field.

The establishment of Brigham Young University under the responsibility of Brigham Young, President of the Church of Jesus Christ of Latter-day Saints, was in fulfillment of the dreams and aspirations of the Mormon people dating back to the early beginnings of the Church. There has always been in the Church the concept that "the glory of God is intelligence" and continual learning and progress are necessary for man's ultimate joy and eternal life.

The history of the development of Adult Education and Extension Services at the Brigham Young University began on April 26, 1921, when President Franklin S. Harris proposed to the Board of Trustees that a Department of Social Leadership, Education and Religion, and an Extension Division be established. On April 28, 1921, in the meeting of the Executive Committee, the Extension Division and Research Division was approved and President Harris was given permission to ask for a special appropriation of $4,000 to begin extension work at Brigham Young University.
The purpose of the extension division was to carry to the people of the L.D.S. Church the philosophy of the University and offer in an academic way both formal and informal instruction. Formal instruction was interpreted to be classes offered for college credit and informal instruction was interpreted to be offerings and programs without college credit.

In the beginning, the work of the Extension Division was divided into the Bureau of Correspondence, the Bureau of Lectures and Entertainments, the Bureau of Publications, and the Bureau of Social Service.

The growth of the Extension Division of the University was slow during its first twenty-five years. For example, the estimated income in the fiscal 1945-1946 year was only $16,000. However, in the year 1951, President Ernest L. Wilkinson proposed to the Executive Committee and was given a unanimous vote for recommendation to the Board of Trustees a budget which helped make possible the tremendous growth that followed. The recommendation proposed $15,000 for Home Study and Lectures and $20,000 for film rentals.¹ Since 1951, the Extension Division has developed rapidly along with the enormous growth of the University.

The information for this study has been gained from minutes of administrative council meetings, newspapers and periodicals, and personal interviews were held with deans, department chairmen and center chairmen, who are presently or have been closely associated with the Brigham Young University during the period of the growth of adult education.

Although the study is limited to the history of adult education of the Brigham Young University from 1921 to 1966, a summary of adult education within the United States and a brief history of adult education within the Church of Jesus Christ of Latter-day Saints has been included as background material. Many programs have been instituted in the Church of Jesus Christ of Latter-day Saints that might be interpreted as a phase of Adult Education, but this study, concentrates on classes and programs taught by academically qualified professional teachers at Brigham Young University.

Only credit and non-credit classes and programs administered by the Division of Continuing Education and the faculty and administration responsible for the many phases of adult education have been considered. It does not include a history of programs or classes that were taken during the regular day-time schedule of the University, unless registrations were handled by the Division of Continuing Education.
CHAPTER II

A BRIEF HISTORY OF ADULT EDUCATION IN THE UNITED STATES

There are continual demands placed upon a democratic society that call for an enlightened adult citizenry. Changes since and just before World War II have evolved so rapidly that we are experiencing a knowledge explosion and adults must re-educate and re-dedicate themselves to keep abreast with this growth.

Chancellor William P. Tolley, Syracuse University spoke of the critical need of an educated population of adults, when he said in 1959:

In the past we have measured the strength of nations mostly entirely by the size of population, gross national product, natural resources, the size of military establishments and the control of colonial empires. Now, with a jolt, we realize that perhaps the best measure of a nation's strength is the quality of her intellectual resources. Because this is so we need to redefine the role of extension at the university level and move out of certain forms of vocational training and show more concern for a broad basic education with an emphasis on quality.¹

Since many adults cannot formally attend college full-time, it is the responsibility of the University to be the leading insti-

tution and make available continuing educational programs that will help to satisfy this critical need.

Lyman Bryson, renowned adult educator is quoted as saying:

It is not new for great teachers to address their words to mature minds; they have always done that since the days of Buddha and Socrates. And many now, active agencies have had a long and honorable history. The great importance of the movement at present is due to the increasing co-operation between public and volunteer agencies for the general betterment of the intellectual climate of the United States. This has been going on for not much more than a decade. Pressure and change in modern life have made it necessary for civic leaders to take stock of the opportunities for self-education and to help men and women to continue their personal development.

Early Movements

The beginning of adult education in America is credited to the British colonists who landed in Jamestown in 1607. In order for them to survive they were forced to learn about their new environment and the particular requirements of it. Much of their new environment was different and often hostile, and new situations were constantly presented to them. The method used might be assumed as a rather crude observation, a trial and error, or just an exchange of experience. Education in the colonial period was

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basically unorganized and primarily vocational but the seeds were planted that were soon to blossom into large adult education programs that touch and train many thousands of adults today.

Formal education was soon to follow Jamestown, as Harvard College as an example, was founded in 1636 just sixteen years after the Separatists landed in Massachusetts. Also, the framework establishing our present public school system was inaugurated very rapidly after the permanent settlement of the colonists. A law was passed in Massachusetts in 1642 in which parents, masters and adults were responsible to train both young and old to read and write. Private schools were widely advertised in the newspapers of the day. They were generally conducted in the residences of the 'masters' and were the chief source of vocational education for adults.

The private school also provided the pattern that later evolved into the institution of secondary education. Also, according to Louis B. Wright:

There always was the fear that ignorance would beget idleness, and idleness which was the waste of God's precious time—a recurring phrase in Puritan writing—was one of the worst of sins.

One of the true and unique adult educational institutions having its inception in this early period was the Junto. The Junto, a dis-

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discussion club under the responsibility of Benjamin Franklin, was started in 1727. Franklin and eleven of his close friends got together on Friday evenings in a self-educated group and discussed problems on morality, politics and "whatever else might be of general interest." They served punch and light refreshments and had a very enjoyable time together. This organization was unique, not only because of its early birth, but because at least in name it has survived through the ages. Franklin was determined to see education survive himself and he passed his enthusiasm on to whomever he could. According to C. Hartley Grattan, Franklin, "has claim to being a patron saint of adult education."\(^5\)

Some other early developments in adult education are suggested by Dr. Malcolm S. Knowles:

The embryos of other institutions can be identified. The subscription library—a voluntary association of individuals contributing to a general fund for the purchase of books (the first of which was organized by Franklin in 1731)—demonstrated the feasibility of making books available to the public. The idea of the museum was projected with the founding of the Massachusetts Historical Society in 1790 and the Pennsylvania Academy of Fine Arts in 1791. A theater was built in Williamsburg in 1716 and a "play house" opened in New York in 1733. The newspaper came into being as an important disseminator of information in 1704 with the founding of the Boston News-Letter.\(^6\)

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It was during the period between the American Revolution and the Civil War that the basic pattern of our national system of state-supported elementary and secondary schools, state universities and normal schools took shape even though the process was neither easy nor automatic.

**The Dawn of the Age of Science**

While common man was mastering his new role of citizen-leader the world of knowledge was being illuminated by the dawn of the age of science. The appetites of most of the intellectuals in the United States were being whetted by new discoveries in the natural sciences.

As early as 1830, Professor Benjamin Silliman of Yale was lecturing throughout Connecticut. His popular series on the natural sciences prompted many other institutions to try programs that developed into extension work. By 1859, he had developed a circuit that included New Orleans on the South and St. Louis on the West. For seventy-five years Professor Silliman worked in early adult education activities.

Further evidence that the university extension idea was in the air was contained in the following letter written in 1835 by Dr. William E. Channing to Josiah Quincy, President of Harvard:

> Cannot the college do more than train young men? I hope it may. If it can furnish a course of philosophical
instruction, which can be pursued by a greater number than now pass through college; if it can extend the demand for this higher education by supplying its means, and if it can give a rank to those who enjoy this advantage, it will render inestimable service.

Perhaps the most important inquiry for the friends of the college is, How can it become a popular institution, an object of public interest, without narrowing at all its present course of instruction? Its well being requires that the community should look to it as their friend and benefactor. 7

**Early Formal Institutions**

Two institutions which exerted great influence on community life and the adult education movement were the Lowell Institute, founded in Boston in 1836 and the Cooper Union established in New York in 1859. The purpose of the Lowell Institute was, "to maintain and support public lectures on philosophy, natural history, the arts and sciences," and the Cooper Union was "to provide free courses of instruction in the application of science and art to the practical business of life." 8

Another of the successful institutions to play an important role in satisfying this hunger for knowledge was the lyceum. The first successful lyceum was organized in 1826 in Milbury, Massachusetts and within twelve short months ten other successful lyceums

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8 Ibid., p. 9.
were scattered throughout the New England villages. By 1827 approximately one-hundred so-called branches of this loosely organized system were in operation. Had it not have been for the initiative and tireless efforts of Josiah Holbrook, the lyceum, like many other early movements would not have been successful. By 1835, according to Holbrook, it was estimated that three-hundred town lyceums, over one-hundred county lyceums and sixteen state lyceums existed.\(^9\)

In May 1831 delegates representing some one-thousand town lyceums' met in New York City for the purpose of organizing the National American Lyceum. The new organization adopted as its purpose, "the advancement of education especially in the common schools, and general diffusion of knowledge."\(^10\) Although this national organization ceased to exist there were many town and county lyceums in full operation until the Civil War period. Around 1869 the responsibility of providing popular lecturers for women's clubs, literary societies and other such groups, was taken over and handled by speakers bureaus that popularly became known as "lyceum bureaus".\(^11\)


The lyceum movement demonstrated in a remarkable way the possibility of a national system of local groups primarily set up for adult education purposes. The lecture technique taught the later educators a successful way of handling many university extension forum movements and lyceum programs. A publication of "scientific tracts" for study at home foreshadowed the correspondence course. The suggestion of a national movement to advance adult education was suggested but it is only now beginning to fully take shape.\textsuperscript{12}

The influence of the lyceum movement was both lasting and far-reaching. So important was this institution that Daniel Webster was solicited and agreed to preside as chairman in Boston, and many other familiar names in our early American history were brought to prominence through popular lecturing in the lyceum. Such names as Emerson, Thoreau, Holmes, Lowell, Hale, Beecher and Phillips were identified in the lyceum movement.\textsuperscript{13}

Bryson maintains:

One lesson to be learned from the lyceum at its height is of considerable importance today. Josiah Holbrook listed among the things which he thought lyceums could do—"to increase the advantages and raise the character of existing district schools." These lecture

\textsuperscript{12}\textit{Ibid.}, p. 10.

\textsuperscript{13}\textit{Bryson, op. cit.}, p. 15.
meetings, genuine adult-education enterprises, were a common part of the social life of artisans and storekeepers before public schools were established and, in fact, before public schools were acceptable to most of the taxpayers of this country. In other words, the education of parents helped to build better schools for children.\textsuperscript{14}

By the late 1860's many lyceum systems were changing into commercial lecture bureaus but some educators still felt that such systems could be educational. Sometime before the revival of the public forum movement, and some years after the close of the Civil War, Henry F. Leipziger, an immigrant Jew, devoted most of his life to building up the public school lecture system.

For forty years prior to Mr. Leipziger's work there had been established night schools in New York. However, in 1891 he changed the general format and the attendance immediately multiplied by three. Over five thousand meetings were held with a total attendance that exceeded one million two hundred thousand persons.\textsuperscript{15}

\textbf{Popular Reading and Public Libraries}

The lyceum institutions prompted many private libraries which multiplied rapidly. Also, the Y.M.C.A. and other youth organiza-

\textsuperscript{14}Ibid.

\textsuperscript{15}Ibid., p. 17.
tions came into being followed very shortly by public libraries. The first known free-town public library was established in Peterborough, New Hampshire, in 1833. This library was supported by municipal tax. A state law was passed in New Hampshire in 1849 enabling towns to maintain and establish libraries by public taxation. Massachusetts in 1851, Maine in 1854, Vermont in 1855 and Ohio in 1867 were states that immediately saw the advantage of such a proposition. When the Boston Public Library was opened in 1852 a pattern was established that is presently used in our free public libraries. When an Astor gift of $500,000 was received by the city of New York to aid its libraries, many large urban communities in the eastern part of the country, particularly, established similar libraries. Most, if not all, of the early public libraries were established by wealthy families but their continual and final success rested in the hands of the local authorities. By 1865 the free public library had become an integral part of the culture and educational system of America.¹⁶

Voluntary Associations and Agencies

A unique organizational idea that began before the Civil War period which had a marked effect on the future development of adult

¹⁶Knowles, Handbook of Adult Education in the United States, p. 11.
education in the United States was the Voluntary Association. By 1831, this had become so well known as to draw some remarks from Alexis de Tocqueville the French historian and political scientist.

"Americans of all ages, all conditions, and all dispositions constantly form associations. They have not only commercial and manufacturing companies, in which all take part, but associations of a thousand other kinds, religious, moral, serious, futile, general or restricted, enormous or diminutive. . . . Wherever at the head of some new undertaking you see the government in France, or a man of rank in England, in the United States you will be sure to find an association."

The Young Men's Christian Association was founded in 1851, the United States Agricultural Society in 1852, the Young Women's Christian Association in 1855, and the National Education Association in 1857.

Churches

During the early period of American History the bulk of the churches concerned themselves with rigid Biblical teachings. However, reading and writing and the basic primary disciplines were encouraged by the churches and often taught by the rectors to the lay membership. Lecturers on a wide variety of subjects were invited to participate in many church services. The Sunday School move-


ment was introduced from England as early as 1785 and became important to the Protestants in 1824 when the American Sunday School Union was founded.

Dr. Knowles makes the following observation:

Perhaps one of the most important developments in this era in adult education in religious institutions was the emergence of Reformed Judaism. Of this movement, Meland observes that 'having abandoned the racial taboos and practices of the traditional faith which had tended to set the Jew apart from his contemporaries, the Reformed Jew has taken up the task of adapting himself to the environment of modern culture with a zeal not being exceeded, if, in fact, matched, by other religious adherents'.

The earliest form of discrete adult educational activity operated by Catholics, were reading circles, often founded in connection with parish libraries. An example was the New York City Catholic Library Association, founded in 1854 'with the object of disseminating Catholic truth and useful knowledge and promoting the moral and intellectual culture of its members'. By 1860 it had a historical section, a debating club, a mechanics' society, and a library of over 1,000 volumes. Catholic young men's societies also afforded adult educational opportunities.19

**Chautauquas**

The chautauquas were very similar in structure to the lyceums but developed a short time later. The "Chautauqua Institution" had a fine record in genuine adult education. Bishop J. H. Vincent and Lewis Miller founded Chautauqua Institution on the bank of the Chautauqua Lake in western New York in 1871. The main purpose

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for the establishment of the summer camp was to instruct Sunday School teachers in the Methodist Church. President Theodore Roosevelt called this summer activity the most "peculiarly American thing" to be seen in America. The beautiful little fenced in town by the lake still attracts many persons who delight in discussing current events and hearing interesting stories from successful missionaries. The symphony orchestra today and the guest lecturers are of the highest caliber. The old opera house has a wonderful reputation and still produces outstanding plays. "The Theatre School, The Arts and Crafts School, the Library School, makes a people's vacation university."²⁰

Dr. William Harper, in 1892, shortly after becoming President of the University of Chicago, established a correspondence department in the extension division of the university. This was a direct outgrowth of the home study program at Chautauqua. The idea was accepted by other universities and junior colleges.

Agricultural Education

Near the middle of the 1850's, the most local and regional agricultural societies began to lose popularity in favor of a farmer's institution which was under the direct sponsorship of state boards of agricultural education. By the close of the nineteenth century

²⁰Ibid., pp. 18-19.
such institutes were organized in almost every state of the union. Three large voluntary associations of farmers came into prominence out of the action of rural societies, the Grange (1867), the Farmers' Union (1902), and the American Farm Bureau Federation (1919).\textsuperscript{21}

In 1852 the United States Agricultural Society was formed and ten years later Congress passed the Morrill Act (Land Grant Act) which provided each state with a grant of 30,000 acres of public land for the purpose of establishing an agricultural and mechanical arts college. The Cooperative Extension Service soon was recognized as an important arm of our national education system. The "C.E.S", the largest single adult education organization ever created, came into being with the Smith-Lever Act of 1914. This act provided each state with $10,000 in federal funds per year with extra money given in proportion to the rural population.

The Hatch Act in 1887, prior to the passage of the Smith-Lever Act, provided for the establishment of experimental stations in connection with Land Grant Colleges.

With the establishment of the Cooperative Extension Service research information could be transmitted to the state offices, thence to the county offices and through field visit consultation,

\textsuperscript{21}\textit{Ibid.}, p. 16.
conferences and workshops, to the farmer. The communication was also two way, which resulted in a general dissemination of valuable agricultural information throughout the nation. By the end of World War I the Cooperative Extension Service had been established in every state.

**Colleges and Universities**

Important changes took place in colleges and universities between the Civil War and World War I. As enrollments soared many institutions began programming educational opportunities in the evenings for adults in the summer months as well as in the winter. Harvard started a summer school in 1869 for teachers of marine biology but it was not until 1887 that Herbert D. Adams, Professor of History at Johns Hopkins University suggested the development of university extension in the United States at a meeting of many prominent educators at the American Library Association. In the year following the meeting of the American Library Association the Chief Librarian of Columbia University presented a plan to the Board of Regents of the University of the State of New York for the organization of university extension in that state. An appropriation of $10,000 was made for that purpose. Delegates reported at a national meeting held of education workers in December of 1891 that extension work had been started "in twenty-eight states and territories and
great enthusiasm and expressed for the new movement.\textsuperscript{22} Little more was done in extension until 1906 when Dean Louis E. Reber was asked to reorganize the extension division of the University of Wisconsin. Knowles maintains:

A new spirit was infused into the idea of extension representing a shift away from an emphasis of academic subjects toward an all-embracing concept of the role of the university in serving all of the people of the state in relation to the full scope of life problems--economic, political, social, cultural, and moral.\textsuperscript{23}

Office of Education Support

In 1955 an adult education section of the U.S. Office of Education was established with the following goals in mind.

1. To help Americans become more aware of the importance of life-long learning and of what it can do to solve many of their problems.

2. To assist in identifying national trends and problems that have implications for adult education.

3. To encourage adult educators and the public generally to accept adult education as an integral part of their regular educational program.

4. To help bring about greater clarity of purpose and policies, more communication and cooperation among adult education groups, and better co-operation among both public and private agencies in the use of resources.\textsuperscript{24}

\textsuperscript{22}Ibid., p. 18.

\textsuperscript{23}Ibid.

\textsuperscript{24}Knowles, \textit{The Adult Education Movement in the United States}, p. 101.
Private Foundations

Many large private foundations and the government have made sums available to foster educational programs. The Carnegie Corporation, the Kellogg Corporation and the Ford Foundation are examples of American institutions helping to financially back educational adventures. The total expenditures in 1953 in public school adult education amounted to 79 million dollars as compared to a 120 million dollars to public libraries and 97 million dollars to university extension.25

An excellent observation has been made by Daniel R. Davies who said:

There are more adults going to school now than the total of all elementary school children, high school youths, and college students in our country. More than 58 million adults were engaged in some kind of education activity or other in 1956-57, according to one estimate. In that same year there were some 41,366,000 persons enrolled in the regular school system at the elementary, secondary and higher education levels.26

The technological development age that has come into prominence since World War II has been the most significant force behind the large expanding adult education program in the United States. Be-


cause the United States government, as well as private industry, has been deeply concerned with adult learning, great emphasis has been placed on the universities to restructure their continuing education programs. No one person, nor small groups of individuals, can possibly keep up with all of the new developments even in fields of specialization. Because of this trend and the vision of things to come in the future the following report was submitted by the Policy Statement Committee of the National University Extension Association after two years of study with contributions being made from all member institutions:

A university, in order to fulfill its potentialities, must respond constantly to the needs of the society surrounding it. If the university has the responsibility of initially preparing our young people for leadership, for professional competence, and for effective participation in today's society, then it must follow that, when the education previously acquired is no longer adequate or relevant, universities must make it possible for adults to go on for further education. . . . To fulfill its role in society, the university must maintain contact with all segments of the population to keep open the doors to research and free inquiry, to obtain support from the constituency that sustains it, and to continue its acceptance as our highest order of a free and open institution of learning. . . . American universities have responsibilities in the seven program areas enumerated below:

1. Education for adults whose regular academic program has been interrupted.

2. Technical, professional and post-graduate education.

3. Opportunity throughout life for intellectual growth and creative activity.
4. Education for family living and the advancing years.

5. Citizenship education for civic literacy and public responsibility.

6. Education for international cooperation.

7. Community development programs to cope with the problems of changing population programs.²⁷

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CHAPTER III

A BRIEF HISTORY OF ADULT EDUCATION IN THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

From the early beginnings of the Church the Prophet Joseph Smith taught the saints that education and learning were uplifting and enlightening. The things of importance that must be taught are those things of a spiritual nature that lead to righteousness.

"And that which doth not edify is not of God and is darkness."\(^1\)

Accordingly, the saints in 1832 were under command by the Prophet Joseph Smith to:

... Teach one another the doctrine of the kingdom.
Teach ye diligently and my grace shall attend you, that you may be instructed more, perfectly in theory, in principle, in doctrine, in the law of the gospel, in all things that pertain unto the kingdom of God, that are expedient for you to understand;
Of things both in heaven and in the earth, and under the earth; things which have been, things which are, things which must shortly come to pass; things which are at home, things which are abroad; the wars and the perplexities of the nations, and the judgements which are on the land; and a

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\(^1\) *The Doctrine and Covenants*, (Salt Lake City, Utah: The Church of Jesus Christ of Latter-day Saints, 1928), Section 50:23.
knowledge also of countries and of kingdoms—
That ye may be prepared in all things. . . 2

Brigham Young, second President of the Church, voiced a
similar feeling:

I shall not cease learning while I live, nor when I
arrive in the spirit-world; but shall there learn with
greater facility; and when I again receive my body, I
shall learn a thousand times more in a thousand times
less time; and then I do not mean to cease learning, but
shall still continue my researches.

We shall never see the time when we shall not need
to be taught, nor when there will not be an object to be
gained. I never expect to see the time that there will
not be a superior power and a superior knowledge, and
consequently, incitements to further progress and further
improvements.

If I do not learn what is in the world, from first to
last, somebody will be wiser than I am. I intend to know
the whole of it, both good and bad. Shall I practice evil?
No; neither have I told you to practice it, but to learn by
the light of truth every principle there is in existence in
the world.3

The School of the Prophets

Although the Prophet Joseph Smith was deprived of attend
ing many years of formal school he counseled all with whom he
had acquaintance to grow in wisdom "step by step" implying that
learning is a gradual but a continual process. In the words of
the Prophet:

2 Ibid., Section 88:77-80.

3 Brigham Young, Discourses, Selected and arranged by John
A. Widstoe, (Edition of 1926, Salt Lake City, Deseret Book Co.,
1921), p. 248.
Behold ye are little children and ye cannot bear all things now; ye must grow in grace and in the knowledge of the truth. 4  

As part of the responsibility to fulfill this commandment the Prophet established a School of the Prophets:

Organize yourselves; prepare every needful thing; and establish a house, even a house of prayer, a house of fasting a house of faith, a house of learning, a house of glory, a house of order, a house of God. . . . Appoint among yourselves a teacher, and let not all be spokesmen at once; but let one speak at a time and let all listen unto his sayings, that when all have spoken that all may be edified of all, and that every man have an equal privilege. 

See that ye love one another; cease to be covetous; learn to impart one to another as the gospel requires. Cease to be idle; cease to be unclean; cease to find fault one with another; cease to sleep longer than is needful; retire to the bed early, that ye may not be weary; arise early that your bodies and your minds may be invigorated.

And above all things, clothe yourselves with the bond of charity, as with a mantle, which is the bond of perfectness and peace. . . .

And again, the order of the house prepared for the presidency of the school of the prophets, established for their instruction in all things that are expedient for them even for all the officers of the church, or in other words, those who are called to the ministry in the church, beginning at the high priests, even down to the deacons--And this shall be the order of the house of the presidency of the school: He that is appointed to be president, or teacher, shall be found standing in his place, in the house which shall be prepared for him. 5

This school was organized among the leading brethren of the Church in the winter of 1832-1833 in Kirtland, Ohio. The Prophet

4Doctrine and Covenants, Section 50:40.

5Ibid., Section 88:119, 127-129.
Joseph Smith became its presiding officer. Those who were to attend the school were very carefully selected and admission was obtained only by complying with spiritual ordinances. The school evidently continued in Kirtland, Ohio for some years as the Prophet made mention of it as late as 1835. To further continue early adult education in the church program another School of the Prophets, or School of the Elders, or School in Zion was conducted by Parley P. Pratt in Jackson County, Missouri.

The School of the Elders

The early leaders of the Church were very concerned for the education of the adult membership and many programs were instituted to answer this need. The Prophet Joseph Smith said:

"It now being the last of the month, (October 1834) and the Elders beginning to come in, it is necessary to make preparation for the school of the Elders, wherein they might be more perfectly instructed in the great things of God during the coming winter."

The Prophet is also quoted in Ohio, December 1, 1834, about the class at Kirtland:

"Our school for the Elders was well attended and lectures on theology, prepared by the prophet, which were

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6Ibid., Section 90:7, 13.
7Ibid., Section 97:1-6.
regularly delivered, absorbed for the time being, everything else of a temporal nature. The classes being mostly Elders gave the most studious attention to the all-important object of qualifying themselves as messengers of Jesus Christ, to be ready to do His will in carrying glad tidings to all that would open their eyes, ears and hearts. 

William E. McLellin an early apostle of the Church outlined on the following report an excellent comment on the school in Kirtland, Ohio:

Having been requested by the trustees of the 'Kirtland School' to give a sketch of the number of students who have attended the institution, and of their progress in the different sciences, I cheerfully comply with the request, having been an instructor therein from its commencement in December last.

The school has been conducted under the immediate care and inspection of Joseph Smith, Jun., Frederick G. Williams, Sidney Rigdon, and Oliver Cowdery, trustees. When the school first commenced, we received into it both large and small, but in about three weeks the classes became so large and the house so crowded, that it was thought advisable to dismiss all the small students, and continue those only who wished to study penmanship, arithmetic, English grammar, and geography. Before we dismissed the small pupils, there were in all about one hundred and thirty who attended; since that time there have been upon an average about one hundred; the most of whom have four weeks about seventy have been studying geography one-half the day, and grammar and writing the other part. Burdick's arithmetic, Kirkham's grammar, and Olney's geography have been used, and Noah Webster's dictionary as standard. Since the year 1827, I have taught school in five different states, and visited many schools in which I was not engaged as teacher; in none, I can say, with certainty, I have seen students make more rapid progress than in this. 

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9Ibid., p. 175.

10Ibid., p. 200.
The School of the Prophets and the School of the Elders were soon both called by the same name: School of the Prophets.

**Language Schools**

The early leaders of the Church contacted Joshua Seixas and he taught a school in Kirtland, Ohio specializing in the Hebrew language. Also classes in Greek, Latin, French, German, Tahitian and English grammar were organized and members of the Council of the Twelve and other General Authorities were encouraged to attend.

**Period of Persecution**

The Mormon Church experienced a period of extreme persecution during its early history. But even with the pressures of preserving life, a university was founded in the beautiful city of Nauvoo and a charter for the establishment of the school was signed by Governor Thomas Carlin of Illinois. The First Presidency of the Church, on January 15, 1841, made the following observation in a proclamation to the Saints abroad:

The "University of the City of Nauvoo" will enable us to teach our children wisdom, to instruct them in all the knowledge and learning, in the arts, sciences, and learned professions. We hope to make this institution one of the great lights of the world, and by and through it to diffuse that kind of knowledge which will be of practicable utility and for the public good, and also for private and individual happiness. The Regents of the University will take the general supervision of all matters appertaining to education, from common schools up to the highest branches.
of a most liberal collegiate course. They will establish a regular system of education, and hand over the pupil from teacher to professor, until the regular graduation is consummated and the education finished.11

The first mayor of Nauvoo, Dr. John C. Bennett, also served as the University's first chancellor. He was a medical doctor and had held a professorship at Willoughby University.12

The ordinance providing for the organization of the University and the appointment of the regents as referenced by Dr. Milton Lynn Bennion follows:

That the University of Nauvoo is hereby organized by the appointment of the following Board of Trustees to wit: John C. Bennett, chancellor; Wm. Law, registrar; and Joseph Smith, Sidney Rigdon, Hyrum Smith, Daniel H. Wells, Newell K. Whitney, Wm. Marks, Samuel H. Smith, Charles C. Rich, John T. Barnett, Wilson Law, Don Carlos Smith, John P. Green, Vinson Knight, Issac Galland, Elias Higbee, Robert D. Foster, James Adams, Robert B. Thompson, Samuel Bennett, Ebenezer Robinson, John Snider, George Miller and Lenos M. Knight, Regents of the University of Nauvoo, as contemplated in the 24th section of 'an act to incorporate the City of Nauvoo' approved by the Legislature of Illinois, December 16, 1840.

John C. Bennett, Mayor
James Sloan, Recorder13

Dr. Bennion contends that the University had a small, but excellent faculty. Classwork was offered in several departments

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13 Ibid.
and the chancellor and the regents of the university "exercised their privileges" as a chartered institution to confer honorary degrees. Because of increased persecution the buildings planned for the institution were never erected. 14

With the death of the Prophet in 1844 the entire Church experienced a change. But education was never far from the minds of those who took charge as the migration to the west began in 1845. President Brigham Young contended:

If we will not lay to heart the rules of education which our Teacher gives us to study, and continue to advance from one branch of learning to another, we never can be scholars of the first class and become endowed with the science, power, excellency, brightness and glory of the heavenly hosts; and unless we are educated as they are, we cannot associate with them. 15

Adult Education in the West

Interesting and educational pursuits for the spiritual and temporal learning of the Mormon people began as the saints settled in the West. One was the Parent School. The following article appeared in the Deseret News in 1851 mentioning this school:

The Parent School opened on Monday, February 17th, 1851, in the lower room of the State House, under the direction of Chancellor Spencer and Regent W. W. Phelps; and we are happy to say under very favorable auspices.

14 Ibid., p. 36.

15 Young, op.cit., p. 249.
The school numbers about forty scholars who cannot fail to improve under such teachers. As there is room for fifty or sixty more scholars we would recommend ladies and gentlemen to make early application, so that they may insure themselves a seat amongst those who wish to be ornaments in our state as philosophers, statesmen, and last but not least, ministers of the gospel etc.

Education, when taught by correct principles, and under the supervision of those governed by the spirit of God, will lay a foundation to make men and women great, noble amiable, and will expand their minds so that they can be fit for any station which they may be called to occupy, and nothing will daunt them from pursuing the purposes of God and truth, but will enable them to surmount difficulties which would be hard to do without this blessing—Why? Because knowledge is power, and education, taught by those who know how to teach it correctly, is knowledge and truth.

We would recommend all who wish to become teachers in the several wards, to be in attendance at this school, so that they may see and hear the right way, and go and do likewise.16

Hubert Howe Bancroft makes an excellent observation relative to the adult programs on education:

. . . During the first years that followed their migration, while yet engaged in building houses, fencing lands, planting crops and tending herds, the Mormons provided liberally for the cause of education. In the third general epistle of the twelve, dated the twelfth of April, 1850, it is stated that an appropriation of $5,000 per annum for a period of twenty years, had been made for a state university in Salt Lake City, branches to be established elsewhere throughout the territory as they were needed. In the Curriculum the Keltic and Teutonic languages were to rank side by side with the Romanic, and all living languages spoken by men were to be included. Astronomy, geology, chemistry, agriculture, engineering and other branches of science were to be studied; for having sought first the king-

dom of heaven the Saints were now assured that knowledge and all other good things should be added to them. The world of science was to be revolutionized; the theories of gravitation, repulsion and attraction overthrown, the motion of atoms, whether single or in mass being ascribed to the all prevading presence of the Holy Spirit. The planetary systems were to be re-arranged, their number and relations modified, for in the Book of Abraham it was revealed that in the center of the universe was the great orb Kolob, the greatest of all the stars seen by that Patriarch, revolving on its axis once in a thousand years and around which all other suns and planets revolved in endless cycles.

At first however, education among the settlers was mainly of an elementary nature. There were many among the adults who could not write or spell, and not a few who could not read. A Parents School was, therefore, established at Salt Lake City, for the heads of families, and for the training of teachers, among the pupils being Brigham Young. Primary and other schools were opened in all the principal settlements, and for those who were sufficiently advanced, classes were organized as early as the winter of 1848-49 for the study of ancient and modern languages. 17

School of the Prophets in the West

The coming of the railroad into the west, in 1869, though feared by some Mormons, was nevertheless welcomed by the Prophet Brigham Young and its completion was urged by him and the leaders close to the First Presidency. There is strong evidence, however, that he felt some problems would arise because of it, particularly with the influx of "Gentiles" into the Mormon community with merchandise to sell and services to offer. To some degree, to counteract the flow of eastern capitalists and to help to strengthen the economic and religious structure of the Church, President

17 Hubert Howe Bancroft, Bancroft's History of Utah, (San Francisco, California, History Company, 1890), p. 323.
Young organized certain agencies, one of which was the School of the Prophets organized in December 1867. The school, named after the early school established by the Prophet Joseph Smith in Kirtland, Ohio in 1833, had many branches throughout the state and was influential among the saints until dissolved in August 1872.  

Dr. Leonard J. Arrington in describing the school mentions:

The central or Salt Lake "School" was composed of over nine hundred leading adult males, and was "parent" to branch "schools" established in all the principal settlements. Approximately 5,000 priesthood members belonged to various branch schools. Not a school in the usual sense, the School of the Prophets was a forum or town meeting of leading high priests in which theology, church government, and problems of church and community were discussed and appropriate action taken. The meetings were directed by the First Presidency and other general authorities, who frequently used the meetings to impart instructions to line officers of the church. So far as its secular phase was concerned, the School of the Prophets resembled an economic planning conference. In its meetings the economic problems posed by the coming of the railroad were amply discussed and measures were taken to accomplish the desired objectives. Admission was by card only, and the sessions were confidential.  

The "School" was an excellent example of an adult education program where the saints were instructed without the organization of a formal academically trained faculty. The local schools also discussed many problems particular to their situation including the

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19 Ibid., p. 245.
election of local councilman, the building of interstate railroads, the management of sheep and cattle herds and the handling of many personal problems.\textsuperscript{20}

\textbf{Secular Education}

There were two concerns in the late 1870's heavily swelling the Church debt. One was the completion of the Salt Lake Temple and the other was education.\textsuperscript{21}

The first Presidency of the Church circulated a mailer to Stake Presidents and Bishops in 1890 outlining the fact that the desire for learning had "in too many instances... been lost sight of in the toil for daily existence," and asked for an expansion of some local educational programs.\textsuperscript{22} A general Church Board of Education was established in 1888 for the purpose of handling the educational interests of the local communities more effectively. The first board consisted of the following members: President Wilford Woodruff, Lorenzo Snow, George Q. Cannon, Karl G. Maeser, Horace S. Eldredge, Willard Young, George W. Thatcher,

\begin{itemize}
\item \textsuperscript{20}Ibid., p. 248.
\item \textsuperscript{21}Arrington, \textit{op.cit.}, p. 401.
\item \textsuperscript{22}Ibid.
\end{itemize}
Anthon H. Lund, and Amos Howe. A sizeable share of the annual Church budget was assigned for educational purposes at this time. Dr. Arrington makes the following observation:

It would be fair to say that the primary reason for the slow development of a public school system in Utah—aside the obvious one that people engaged in conquering and inhospitable wilderness could not afford the luxury of much education—was the conflict between Mormons and Gentiles. Gentiles objected to public schools because Mormon teachers would expose their children to Mormonism; Mormons, to protect the standing of their own faith refused to alienate control to non-member elements.

Dr. Bennion also contends if the population had continued to be only Mormon “it is likely that secondary education would have been developed through public instruction.” The coming of Gentiles and the secularization of the public schools prompted the Church to develop Mormon schools. It was the lack of finances that limited instruction to the secondary level.

The establishment of the first Church academy was in 1875 and twenty-two more were founded between 1875 and 1911. They were scattered throughout the inter-mountain states and as far south as Colonia, Juarez, Mexico and as far north as Raymond,

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23 Ibid.
24 Ibid., p. 513.
25 Bennion, op.cit., p. 147.
26 Ibid.
Canada. Most Mormon young men and women were trained in these academies until the beginning of the first high school in Utah in 1891. 27

Brigham Young Academy founded in the fall of 1875 at Provo, Utah, was the first opened by the Church. 28 Brigham Young encouraged every young man to study some trade and inculcate the doctrines of the standard works of the church. Bennion maintains:

Thus, two of the aims of academy work were laid down in the beginning, namely, religious education and industrial education. 29

In 1909 the general Church Board of Education designated the academy "the Church Teachers College" and the first teacher's certificates were given on a one year's normal work. The requirements were later increased to two year's normal work. The degree of Bachelor of Pedagogy was granted in 1914 with successful completion of four years of study. In 1920, the name of the institution was changed to "School of Education" and a School of Arts and Science was added. 30

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27 Ibid., p. 148.
28 Ibid.
29 Ibid., p. 150.
Of the twenty-two academies founded by the Church two, the B.Y. Academy and the B.Y. College at Logan were founded by Brigham Young and the other twenty by the Church Board of Education. The curricula of these schools closely paralleled the public high schools with the exception of the religion requirement one period a day. 31

Except for the continuation of the B.Y. Academy (later Brigham Young University), Ricks College, and the Juarez Academy all other academies were either terminated or transfered to the state or county where located. 32

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31 Ibid., p. 173.
32 Ibid., p. 196.
FIGURE 3-1
NAME, LOCATION AND DATE OF OPENING OF LATTER-DAY SAINT ACADEMIES

<table>
<thead>
<tr>
<th>Academy</th>
<th>Location</th>
<th>Date of Opening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brigham Young University</td>
<td>Provo, Utah</td>
<td>1875</td>
</tr>
<tr>
<td>Brigham Young College</td>
<td>Logan, Utah</td>
<td>1877</td>
</tr>
<tr>
<td>Latter-day Saint College</td>
<td>Salt Lake City, Utah</td>
<td>1886</td>
</tr>
<tr>
<td>Fielding Academy</td>
<td>Paris, Idaho</td>
<td>1887</td>
</tr>
<tr>
<td>Ricks Academy</td>
<td>Rexburg, Idaho</td>
<td>1888</td>
</tr>
<tr>
<td>Snow Academy</td>
<td>Ephraim, Utah</td>
<td>1888</td>
</tr>
<tr>
<td>Oneida Academy</td>
<td>Preston, Idaho</td>
<td>1888</td>
</tr>
<tr>
<td>Snowflake Academy</td>
<td>Snowflake, Arizona</td>
<td>1888</td>
</tr>
<tr>
<td>St. Johns Academy</td>
<td>St. Johns, Arizona</td>
<td>1888</td>
</tr>
<tr>
<td>Uintah Academy</td>
<td>Vernal, Utah</td>
<td>1888</td>
</tr>
<tr>
<td>Cassia Academy</td>
<td>Oakley, Idaho</td>
<td>1889</td>
</tr>
<tr>
<td>Weber Academy</td>
<td>Ogden, Utah</td>
<td>1889</td>
</tr>
<tr>
<td>Emery Academy</td>
<td>Castle Dale, Utah</td>
<td>1890</td>
</tr>
<tr>
<td>Gila Academy</td>
<td>Thatcher, Arizona</td>
<td>1891</td>
</tr>
<tr>
<td>Juarez Academy</td>
<td>Colonia Juarez, Mexico</td>
<td>1897</td>
</tr>
<tr>
<td>Murdoch Academy</td>
<td>Beaver, Utah</td>
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<td>San Luis Academy</td>
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<td>1905</td>
</tr>
<tr>
<td>Summit Academy</td>
<td>Coalville, Utah</td>
<td>1906</td>
</tr>
<tr>
<td>Big Horn Academy</td>
<td>Cowley, Wyoming</td>
<td>1909</td>
</tr>
<tr>
<td>Millard Academy</td>
<td>Hinckley, Utah</td>
<td>1910</td>
</tr>
<tr>
<td>Knight Academy</td>
<td>Raymond, Canada</td>
<td>1910</td>
</tr>
<tr>
<td>Dixie Academy</td>
<td>St. George, Utah</td>
<td>1911</td>
</tr>
</tbody>
</table>

CHAPTER IV

EARLY BEGINNINGS OF ADULT EDUCATION OF THE

BRIGHAM YOUNG UNIVERSITY 1921 TO 1950

The establishment of the Brigham Young University was in fulfillment of the dreams and aspirations of the early leaders of the Church of Jesus Christ of Latter-day Saints. It had its inception with the execution of a deed of trust by Brigham Young, then President of the Church. The deed, dated October 16, 1875, set forth the philosophy that the "pupils shall be instructed in. . . such branches as are usually taught in an academy of learning," and also "in the Old and New Testaments, the Book of Mormon and the Book of Doctrine and Covenants."¹

President Young appointed seven persons as the First Board of Trustees. Each member was a prominent citizen residing in Provo or a neighboring community. On November 22, 1875, the Board of Trustees organized the B.Y. Academy. The change from the Academy to the church University was marked by periods of financial distress.² President Young died before he had established

¹Brigham Young University Bulletin Catalogue of Courses, (Provo, Utah: Brigham Young University, April 20, 1966), p. 47.
²Ibid., p. 48.
a permanent financial endowment for the school. There were
times during the following twelve years when it looked as if the
school might fail because of financial reasons.

The General Catalog of the University outlined the establishment
of a General Church Board of Education which helped the University
financially:

On June 8, 1888, President Wilford Woodruff
organized a General Board of Education of the Church
consisting of nine members. This board directed the
activities of the school, but the power of appointment of
the Board of Trustees still remained with the heirs of
Brigham Young until July 18, 1896, when, by the
adoption of the Articles of Incorporation for the University,
the right of appointment was granted to the First Presidency
of the Church through the consent of the heirs of Brigham
Young. By this action, the Church assumed the indebtedness
of the institution and accepted the responsibility of
maintaining Brigham Young University.³

In 1903, the school became Brigham Young University. During
President George H. Brimhall's administration, 1904-1921, the
University acquired more land, introduced graduate study, began
the "Banyan" and placed the large white "Y" on the mountain.⁴

The Division of Continuing Education was organized on July 1,
1921, by action of the Board of Trustees by recommendation of
President Franklin S. Harris.⁵ The original request to establish

³Ibid.
⁴Ibid., p. 50.
⁵Dr. Harris had previously served as director of the Utah Experimental Station of the Utah State Agricultural College.
an Extension Division was presented to the Board of Trustees on
April 26, 1921, by President Harris and on April 28, 1921, the Executive Committee of the Board approved the recommendation and a special appropriation of $4,000 was authorized. Four bureaus were established as the division was organized: The Bureau of Correspondence, The Bureau of Publications, The Bureau of Social Services, and The Bureau of Lectures and Entertainments.

President Harris contacted Lowry Nelson, editor of the Utah Farmer, a magazine published in Lehi, Utah, with the thought in mind of an extension program at the University. This was in the summer of 1921.

The Utah Farmer was paying Mr. Nelson more than the University could pay him as full time director of the Extension Division. Consequently, it was decided that he should come as director on a part time basis with an annual salary of $1,200. There had been some extension work done before Mr. Nelson joined the faculty but the classes were generally non-credit par-

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6Minutes of the Board of Trustees, April 26, 1921. Cited in Haslam, op.cit., p. 104.

7Minutes of the Executive Committee, April 28, 1921. Cited in Haslam, op.cit., p. 104.

8Mr. Nelson had been a student of agronomy at Utah State and Dr. Harris was his advisor and major professor. He had some prior experience in extension as he served as secretary to the President of the Utah State Agricultural College and worked during World War I in Administrative and field work for the college.
particularly designed to strengthen leaders in the auxiliaries of the Church. His first responsibility was to structure and organize the first programs and courses described in a catalog.

When President Harris was asked to describe the nature of the work of the new division he said:

The B.Y.U. is a church university and its aim is to serve not only the people of Utah and surrounding states, but also the church. We not only expect to train a few individuals from each community for industrial, social and religious leadership but through our extension division and the Church organizations, which give us an almost unlimited number of field agents, we expect to be able to render a service of very great value to every community.

Our extension division is to have four bureaus. The bureau of social service will have as its purpose the assisting of the various community leaders, church officers, and teachers. This bureau will also endeavor to develop welfare work, such as individual and community health and sanitation, home nursing, charities, and welfare work, social dancing, dramatics, pageantry, and home entertainments. The bureau of publications will issue from time to time bulletins, circulars and periodicals containing information for people interested in various lines of work. The bureau of correspondence study will offer many courses appearing in the University curriculum for home study, while the bureau of lectures and entertainments is organized to supply appropriate lectures for M.I.A. or ward lyceum courses, etc., through the winter months and to provide itinerant summer schools for Chautauquas.9

Lowry Nelson felt all of the extra campus services by the members of the faculty should be looked upon as extension work whether the particular work assignment came through the extension.

9Lehi Sun, June 23, 1921.
division or not. He said, "in another way, the extension division is the managing agent of the "outside" activities of the faculty members."10

Mr. Nelson was soon to realize the many opportunities that were available within the four bureaus that were created. The Bureau of Correspondence handled all of the work connected with instruction by mail. The Bureau served as an agent to help both the faculty member and the student. Registration, publicity, and the proper recording of grades were some of the problems that needed to be faced immediately. Both the University of Utah and Utah State Agricultural College were contacted and meetings were held with the two universities, with the purpose in mind, of formulating plans and setting goals for the complete extension program of the state. Mr. Nelson in a personal interview on the Provo campus in 1963 made the following observation:

At the same time I was to organize a correspondence course department. This was something that required a good deal of investigation on my part because I was not familiar with the procedures that some of the universities were employing in regard to correspondence course work. There were many problems involved in that--how much to charge per credit hour, how much to pay the faculty for organizing the lessons and for correcting them, how to get the faculty to correct the lessons promptly and return them, and other things like that. So I developed a record

them, and other things like that. So I developed a record system for these, got out a catalog of the courses... and went to work. 11

Because of the missionary program of the church, the University established extension courses through the Bureau of Correspondence to help the young men and women better prepare themselves for proselyting work. By June of 1923, enrollment in this bureau was 255, including 140 missionaries and forty students enrolled in genealogy courses. By 1927, twenty-one departments were represented in the Bureau of Correspondence but the program with the missionaries was not as extensive as it had previously been dropping the total enrollment to 157 students. The faculty members wrote the syllabi and corrected the assignments without additional compensation, but later a twenty-five cent honorarium was allowed for correcting the assignments and one dollar was allowed for writing the outline.

Extension classes were handled separately by Mr. Nelson and by 1927, a total of 102 classes had been organized with a total enrollment of 1,215 students. Faculty members were often anxious to teach a class off-campus when a policy was adopted of giving the members of the faculty seventy-five percent of the proceeds from the enrollment fees. 12


FIGURE 4-1
A TABULAR STATEMENT OF THE ENROLLMENT IN
CORRESPONDENCE COURSES AND
EXTENSION CLASSES
July 1, 1924 - June 30, 1925

<table>
<thead>
<tr>
<th>Correspondence Courses</th>
<th>Extension Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctrine &amp; Discourse 39</td>
<td>World Literature 88</td>
</tr>
<tr>
<td>Zoology 20 26</td>
<td>Browning 43</td>
</tr>
<tr>
<td>English 1-2-3 26</td>
<td>Ed. Tests and Measurements 22</td>
</tr>
<tr>
<td>Genealogy 13</td>
<td>Botany 55 12</td>
</tr>
<tr>
<td>Geography 30 11</td>
<td>Shakespeare 11</td>
</tr>
<tr>
<td>Sociology 9</td>
<td>Elem. Education 9</td>
</tr>
<tr>
<td>Phil. of Educa. 03 9</td>
<td>TOTAL 185</td>
</tr>
<tr>
<td>Church History 8</td>
<td></td>
</tr>
<tr>
<td>American History 7</td>
<td></td>
</tr>
<tr>
<td>English 16-17 7</td>
<td></td>
</tr>
<tr>
<td>Mathematics 6</td>
<td></td>
</tr>
<tr>
<td>History 1 6</td>
<td></td>
</tr>
<tr>
<td>English 8 6</td>
<td></td>
</tr>
<tr>
<td>Psychology 11 5</td>
<td></td>
</tr>
<tr>
<td>Phil. of Ed. 81 5</td>
<td></td>
</tr>
<tr>
<td>Geology 11 5</td>
<td></td>
</tr>
<tr>
<td>Ed. Adminis. 46 5</td>
<td></td>
</tr>
<tr>
<td>Economics 5</td>
<td></td>
</tr>
<tr>
<td>Languages 4</td>
<td></td>
</tr>
<tr>
<td>Psychology 21 4</td>
<td></td>
</tr>
<tr>
<td>Phil. of Ed. 86 4</td>
<td></td>
</tr>
<tr>
<td>Music Theory 4</td>
<td></td>
</tr>
<tr>
<td>Horticulture 4</td>
<td></td>
</tr>
<tr>
<td>Ed. Adm. 73 4</td>
<td></td>
</tr>
<tr>
<td>Animal Husb. 4</td>
<td></td>
</tr>
<tr>
<td>Agronomy 21 3</td>
<td></td>
</tr>
<tr>
<td>English 51-53 3</td>
<td></td>
</tr>
<tr>
<td>Marketing 2</td>
<td></td>
</tr>
<tr>
<td>Cost Accounting 2</td>
<td></td>
</tr>
<tr>
<td>English 10 2</td>
<td></td>
</tr>
<tr>
<td>Phil. of Ed. 136 2</td>
<td></td>
</tr>
<tr>
<td>Psychology 76 1</td>
<td></td>
</tr>
<tr>
<td>English 20 1</td>
<td></td>
</tr>
<tr>
<td>Commercial Art 1</td>
<td></td>
</tr>
<tr>
<td>TOTAL 243</td>
<td></td>
</tr>
</tbody>
</table>

**FIGURE 4-2**

TREND OF THE ENROLLMENT IN THE BUREAU OF CORRESPONDENCE INSTRUCTION SINCE THE ORGANIZATION WAS ESTABLISHED

<table>
<thead>
<tr>
<th></th>
<th>1921-1922</th>
<th>1922-1923</th>
<th>1923-1924</th>
<th>1924-1925</th>
<th>1925-1926</th>
<th>1926-1927</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>151</td>
<td>255*</td>
<td>206*</td>
<td>205*</td>
<td>198</td>
<td>157</td>
</tr>
</tbody>
</table>

*Extra enrollment due to enrollment for missionary courses.

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**FIGURE 4-3**

THE ENROLLMENT IN THE EXTENSION CLASSES FOR THE VARIOUS YEARS

<table>
<thead>
<tr>
<th></th>
<th>1921-1922</th>
<th>1922-1923</th>
<th>1923-1924</th>
<th>1924-1925</th>
<th>1925-1926</th>
<th>1926-1927</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>159</td>
<td>214</td>
<td>134</td>
<td>192</td>
<td>273</td>
<td>243</td>
</tr>
</tbody>
</table>

Source: Annual Report, Extension Division, July 1, 1921 - July 1, 1927. B.Y.U. Archives 547-52.
The early development of the Bureau of Lectures and Entertainments soon blossomed into a successful relationship with the faculty and the Public Service Bureau of the University. Harold Bentley, a student on campus, was Director of the bureau and worked with Mr. Nelson in organizing student talent programs. Through his early experience in extension work Mr. Bentley received training that helped qualify him later as Dean of the Division of Continuing Education at the University of Utah. Eighty-two complete or partial programs were given in church or community meetings in 1923, with an estimated attendance of 20,000 people. Most of these programs were jointly sponsored by the Public Service Bureau and the Extension Department. Programs and demonstrations were carried to all but two counties in Utah as well as areas in Southern Idaho.

A successful publication, The Timpanogos Booklet, was designed and printed under the direction of the Bureau of Publications in 1923, to stimulate interest in the artistic and recreational possibilities of Utah County. The booklet, in poetry, described beautiful Mount Timpanogos and suggested adult community hikes as a form of educational recreation. Also the first successful catalog describing the fifty regular college courses available

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through extension was published in 1923. Some publications describing plays for amateur production and books on public speaking were also printed by the Bureau of Publications.

Professional lyceum courses paralleling the very successful Chautauqua Circuits were carried into all the neighboring communities. The extension division managed tours for the B. Y. U. Band in three cities in 1923 and were responsible for organizing a successful play hour at Saltair at the annual June Conference of that year.

As part of the lyceum program of the Extension Division the Hansen Wigwam Company was organized. The company was officially managed by the Extension Division and offered some programs in six communities.14

The Utah County Symphony Orchestra was fostered by the Extension Division and small funds for the purchase of music were the responsibility of the Division as well as the annual concert. However, in 1925, the Mutual Improvement Boards of Utah County did give $30.00 to help defray some of the expenses incurred by the Extension Division. Some musical numbers were programmed over radio station KSL in Salt Lake City during the Spring of 1925. Often a fifteen minute lecture accompanied the musical numbers.

Both Utah State University and the University of Utah were handling correspondence study work as well as extension classwork but in consultation with the two institutions it was felt duplication in these areas was not serious. Utah State was doing a very commendable work in extending education along the lines of agriculture and home economics and the University of Utah was well established in visual instruction offering classes and services in films, slides and educational charts. Although the Extension Division did not readily pursue the organization of a large audio-visual department it was not long before audio-visual and instructional material became available for distribution.

It was felt by Mr. Nelson early in the development of extension work that the University could best render its service through the church organizations and that its primary duty was to serve the people in a religious way. He felt, since the church "is an educational institution using thousands of teachers in its various organizations" and most of them untrained that the B.Y.U. should direct its services to help train them.

In analyzing the progress of extension from 1921 until 1923, the director summarized as follows:

The Brigham Young University is inherently concerned with the soul-building activities of society. While it is training men and women to fit into the useful vocations of
FIGURE 4-4
UTAH

Source: Annual Report Extension Division, July 1, 1924 - July 30, 1925. B.Y.U. Archives 547-52

Map as of June 30, 1925 showing communities of the State which have been, in one way or another, reached by various agencies of the Extension Division.
the world, it is also attempting to amplify and stimulate their souls to rise above the base economics and materials of life, and acquire a richer contact with the spiritual forces of the universe. The Extension Division therefore is anxious to reach out along such lines of activity as will contribute towards the up-building of the soul of the individual and of the community. The leisure time is the chief avenue through which an appeal to the higher instincts can be made. The recreational activities of the people are of greatest importance in the community life.\(^{15}\)

The establishment of a strong program in extension in recreational leadership was one of the areas Mr. Nelson felt could be explored with interest. He contacted Oscar A. Kirkham, then executive secretary of the Young Mens Mutual Improvement Association with the thought of helping the church with leisure time activities and the training of recreational leaders. Many of his ideas were included later in the Leadership Week activity.

By 1927, many women's clubs were taking advantage of study programs for an annual subscription of $6.00. One-half of the tuition fee was retained by the author of the study program and one-half was retained by the Extension Division. Courses in "World Literature," "The English Novel," "The American Novel," "Modern Poetry" and "Bible as Literature" were popular with women's clubs and groups. Requests were received from Manti, Delta, Richfield, Moab, Monticello, Fillmore, Mount Pleasant and Burley, Idaho.

\(^{15}\)Annual Report, Extension Division, July 1, 1922 - June 30, 1923. B.Y.U. Archives 547-52.
Faculty members, Mrs. Christen Jensen, Professor T. Earl Pardoe and Professor Harrison R. Merrill, were kept busy authoring new non-credit programs.

Director Nelson estimated a total enrollment in all extension programs including participation of student and faculty was over 200,000 persons between the years 1921 and 1927.16

By 1936, registration in extension classes had increased to 877. This number was 275 percent over 1935 when the registrations were 558. Home Study registrations this date were 315. Thirty-five instructors were involved in correcting lessons. The following communities held extension classes:

Delta, 3; Eureka, 2; Fillmore, 2; Goshen, 1; Gunnison, 2; Heber, 2; Huntington, 3; Lehi, 1; Manti, 1; Monroe, 1; Moroni, 1; Mt. Pleasant, 1; Nephi, 2; Ogden, 2; Payson, 1; Pleasant Grove, 1; Price, 4; Provo, 6; Richfield, 2; Salina, 1; Salt Lake City, 1; Spanish Fork, 2; Spring City, 1; Springville, 2.17

Seth T. Shaw, Acting Director, in the Extension Division Report of 1939, listed total registration of extension classes at 176 and Home Study classes at 260. His report indicated a great deal of time in extension was taken up with the publicity department which had been the responsibility of extension since 1937.18


There was some extension activity during the war as Acting Director Carlton Culmsee reported in 1943 an enrollment in extension classes of 405 students. Two hundred of these were registered for credit. Home Study enrollments numbered 335 including registrations in Utah, Idaho, Wyoming, Colorado, Nevada and California. The U.S. Armed Forces Institute registered thirty service men. By the close of the war extension registrations had increased to 900 students, 888 of whom were registered for credit. Home Study enrollment increased to 1,004. Of the total registrations 700 were service men and women. All forty-eight states in the nation were represented in Home Study in 1945.\(^{19}\)

It was not until October 5, 1948, that the Bureau of Correspondence and Instruction was organized as the Bureau of Home Study. At that time, the department took on new breadth and professionalism. Harold Glen Clark, appointed director in 1946 completed a pamphlet in 1948, *Planning and Writing Home Study Courses* that proved helpful to faculty in constructing a syllabi in correspondence study. The pamphlet outlined six areas for consideration:

1. The Preliminary Pages of the Syllabus  
2. Directions for the Preparation of Lesson Units  
3. Determining the Number of Lesson Units  
4. The Use of Questions

5. Tests and the Final Examination
6. Re-Writing the Course

In 1949, the bureau had an enrollment of 719 students representing courses in most of the academic departments on campus.

One hundred and seventy-one college courses were listed in the catalog of that year. Fees increased from $1.00 per lesson in 1921 to $4.00 per quarter hour in 1954.

Audio-Visual Department

Lowry Nelson had visions of an expanded Audio-Visual Department in 1921 and was instrumental in organizing some work in this area in the Bureau of Correspondence and Instruction. High schools in the neighboring communities around Provo made very effective use of agricultural films and charts which were available through the Extension Division at no fee other than transportation costs. The films were obtained from the U.S. Department of Agriculture and were shown in 1923 to high schools in Lehi, American Fork, Pleasant Grove, Springville, Spanish Fork, and Mount Pleasant.

Agricultural charts also were made available at no fee. Numerous charts on alfalfa, corn, livestock, soil, oats, dairy farming, poultry, and many interesting reviews on home economics were widely distributed.  

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20 Harold Glen Clark, Planning and Writing Home Study Courses, (Home Study Department, Extension Division, Brigham Young University, 1948-49), p. ii.

In checking with the University of Utah early in extension work Mr. Nelson learned that they were using some 35 millimeter equipment and films. The organized program at the University of Utah was costly and had received very little support from the administration. In 1933, 16 millimeter film and equipment were coming on the market and Dr. Nelson felt that something should be done to involve B.Y.U. in audio visual work. The Board of Trustees at the University of Utah had decided that audio visual educational services were not appropriate for the University so Dr. Nelson took immediate steps to organize a program.

Wendell H. Paulson, under the direction of Dr. Nelson, did some work in the audio visual field in 1932, but the year 1933 was officially credited as the beginning of the department. The first 16 millimeter films received at the University were obtained from the Canadian Pacific Railroad free of charge. The first 16 millimeter motion picture projector was purchased in 1934. The center at that time had a library of "one hundred and twenty-one 16 millimeter films, and five hundred and twelve 35 millimeter film strips."22

During the first session of Summer School in 1933, Elsworth C. Dent an authority on Audio visual education at the University of

Kansas taught a class at the Brigham Young University that was attended by eighty-five to 100 students.

Mr. Dent at that time was Secretary-Treasurer of the Division of Audio-Visual Instruction of the National Education Association, Editor of Educational Screen Magazine and Secretary of the Bureau of Visual Instruction at the University of Kansas. Because of his background and the demands on his services, it was difficult to have him released from the University of Kansas, but the B.Y.U. persisted and he spent five months, October 1933 to February 1934, at the Provo Campus with the responsibility to establish and organize the Brigham Young University Bureau of Visual Instruction.

F. Wilcken Fox joined the University in September of 1933 and worked closely with Mr. Dent in assembling the first catalog describing Visual Educational Material. The catalog listed only a few 35 millimeter subjects, but with the publication began a movement that later developed into a 16 millimeter film service with colleges and universities.

Mr. Dent and Mr. Fox jointly taught two extension classes in Salt Lake City and one class in Provo. The plan in the beginning of audio-visual work at the University was to offer film and slide services as well as to develop an interest in all the instructional materials available. The classes in Salt Lake City were offered
in Barrett Hall on the L.D.S. Business College Campus and attracted from eighty to ninety students. Because of wide interest in the classes, the auxiliaries of the L.D.S. Church soon were attracted to the training opportunities of audio-visual materials.

It was while on campus that Mr. Dent's publication, *The Audio-Visual Handbook* was prepared and printed by the B.Y.U. Press. Eleven hundred copies were printed, 500 in red leather at a cost of $2.00 each and 600 in coverboard at a cost of $1.00 each. When Mr. Dent left the University in February of 1934, there were 121 films in the film library.

In 1933 with the purchase of a new 16 millimeter movie camera, the University was able to film a full length football game. Homer Wakefield was given credit for the shooting of the first roll of 16 millimeter Kodachrome in the state of Utah. It was obtained from Eastman Kodak Company in Salt Lake City and is still on file at the University Film Library. By 1935, other successful filmings were accomplished including, *The 25th Annual Invitational Track Meet*, a film for the Boy Scouts of America and another on creative dance.

Patrons who rented films were charged a fee of $10.00 with unlimited use of the film as long a period of time as desired.
Leadership Weeks

In the Fall of 1921 President Harris proposed to Mr. Nelson and Kiefer B. Sauls that some kind of institute for lay people would be extremely valuable. The program according to Director Nelson, was patterned after the Farmers Roundup and the old Chautauqua Circuits. The Farmers Roundup had been held for many years at Utah State Agricultural College when farmers and housewives came to the Logan campus for a week of instruction and training particularly in farming and home economics. Mr. Nelson made the following observation concerning the relationship between the B.Y.U. Leadership Week activity and the overall educational program of the Church:

... the university was to lend its resources to the advancement of the church in every way, and that in this connection, if the General Authorities or the auxiliary organizations desired to do so, they might use Leadership Week as a medium for advancing their interests. Meanwhile, the regular university departments would continue as always to give the material which they wished to offer. 23

The first Leadership Week was initiated on the B.Y.U. Campus January 23-27, 1922, having previously been approved by the Board of Trustees and with sanction from the Superintendent of Church Schools. 24 The original Leadership Week was programmed

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24 Minutes of the Board of Trustees, January 23, 1922. Cited in Haslam, op. cit., p. 112.
to train and instruct leaders in the six quorums of the priesthood
and the leaders and officers of the auxiliaries. Almost all depart­
ments within the auxiliaries were represented with outstanding univ­
ersity educators leading the discussion within the various groups.
Many General Authorities were also invited to participate. There
was little time to organize any advance publicity so Stake Presidents
of the surrounding stakes were asked to act as chairmen to help
stimulate attendance. The first program was well received as Mr.
Nelson stated: "we had no idea that we would have such a crowd". Each day during the devotional assembly one of the General Authorities
spoke. An overflow crowd of an estimated 1,300 persons attended
the first devotional. The beginning program was so closely related
to the church that many persons identified it as the Church Leader­
ship Week administered by the B.Y.U. "We were instructed to not
organize the program again as we did the first," mentioned Mr.
Nelson when he was interviewed on the Provo campus on September
3, 1963. "It looked as if the tail was wagging the dog--we were
taking over the functions of instructing all of these organizations." 

26 Ibid.
27 Ibid.
The first Leadership Weeks were held in the winter months so that patrons from the rural areas might better avail themselves of training when farms least needed working.

An interesting observation about the first Leadership Week programs was made by Dr. Nelson in 1939, in answer to a request by Professor Seth T. Shaw then Acting Director of the Extension Division:

...I have always had a dread somehow, that Leadership Week would go dead on my hands. Each year I thought about alternative things to do, and modifications that might be made. There was the suggestion of longer short courses, say two or three weeks, but this idea would have taxed our staff members beyond capacity. I thought of changing the time to summer, but that would conflict with so many community affairs all over the state. Finally, since the people seemed to be able to come in winter in such numbers as to exceed our capacity; I would each year become reconciled to going on again after the old pattern.28

About the time the first program was initiated on campus a similar institute was organized at Ricks College, Rexburg, Idaho and for many years these two programs were held annually attracting leaders to both campuses. It was not long after the first few programs were held that the curriculum was expanded to include many more courses in liberal education for everyone. The close tie-in with the church was altered after the first two or three

programs. Judging from the many references from the minutes of the Executive Committee and the Board of Trustees more time was given by the University Administration to the discussion of the Leadership Week program than any other extension activity.

The Leadership Week program was not taken from the campus until 1958, but there were some similar institutes in 1925-1926 conducted off-campus with B.Y.U. faculty members participating: Snow College, Ephraim, Utah; Dixie College, St. George, Utah; Southern Idaho Institute, Burley, Idaho; Hinckley High School, Hinckley, Utah. ²⁹

During the first few years the general assembly speeches in the Leadership Week program were broadcast over radio station KSL in Salt Lake City with arrangements with Earl J. Glade, then manager of the station. This gave patrons who could not come to the Provo campus an opportunity to hear some of the General Authorities speak on interesting and important subjects. The membership of the Church in all sections of the state as well as Southern Idaho and parts of Wyoming sent word to the campus that the speeches came over the radio in a satisfactory way. Mr. Nelson arranged with KSL to have an open line to Salt Lake for two full hours at $10.00 an hour. Following is an observation by Director Nelson:

...For the general assembly speakers, we heard of people being gathered around radio sets in Southern Idaho, parts of Wyoming, and all over Utah. It is very interesting now that I look back on it, to recall the galvanic effect upon the church of the early Leadership Weeks. Later ones, while I was in charge became more a matter of routine, but there is no doubt that the first few we held, really struck the right chord.  

It was the decision of the University Administration in order to better focus the ideals of Leadership Week to select a central theme to give unity to the courses taught. The first theme, in 1925, "The Home is the Heart of Civilization" paved the way for other very stimulating themes. Some other interesting theme titles were: "Man's Quest for Joy," (1928); "The World Tomorrow," (1932); "Life At It's Best," (1939).

Continued interest in Leadership Week prompted the University to expand the faculty and make more space available on campus to house people as they often came with other families for religious and cultural training. In 1928, sixty-nine of the 101 stakes of the Church were represented. In 1935, this had increased to eighty-five stakes of 115 and six missions with an estimated attendance of 3,200 and in 1939, ninety-five stakes of 129 and eight missions.

Lowry Nelson was encouraged with the response of the faculty and their willingness to accept Leadership Week assignments. Every

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FIGURE 4-5
THIRD ANNUAL
LEADERSHIP WEEK
BRIGHAM YOUNG UNIVERSITY
January 21 - 25, 1924

SUGGESTIVE COURSES FOR VARIOUS CHURCH ORGANIZATIONS

Priesthood-
- Religious Education
- Teacher Training
- Presiding and Public Speaking
- Farmers Conference
- Genealogy and Temple Work

Relief Society-
- Social Welfare
- Home-Making
- Health Work
- Literary Appreciation
- Vocational Guidance
- Genealogy and Temple Work

Sunday School-
- Religious Education
- Teacher Training
- Pageantry
- Presiding and Public Speaking
- Music

M.I.A. -
- Teacher Training
- Presiding and Public Speaking
- Pageantry
- Music
- Recreational Leaders
- Vocational Guidance
- Scout Leaders

Primary-
- Religious Education
- Teacher Training
- Music
- Pageantry
- Recreational Leaders (Folk dancing section)

faculty member was willing "to do whatever the occasion called for, energy, time, and effort beyond the call of duty". The climate seemed free and inspiring and the faculty evidenced a devotion to the university and to the work at hand.

The following news release in the Provo Post, December 25, 1922, outlined the 1923 winter Leadership Week:

Leadership Week is designed this year to be a real social, educational, and religious feast. The program is alive with most essential information, embodying the technique as well as the spirit of leadership in the various functions of the church and the community. The departments, which have been provided, will interest not only those who are active in church work, but also the farmer, the business man, the housewife—in short the general citizen. The daily general assembly will be fraught with inspiration and good things. Some of the best speakers available will be procured for this feature of the week. Social activities will be plentiful and regular each day in order that adequate recreation may be provided for the large crowds which may come.32

The offerings of Leadership Week since 1922 have gradually shifted from predominately church oriented classes to a balance between academic and religious ones. A typical Education Week program in 1966 would include courses in family relations, homemaking education, science and religion, genealogy, business management, teaching techniques, art history and music education.

There was direct participation by General Authorities and a close tie-in with the auxiliaries of the church in all leadership

32 Provo Post, December 25, 1922.
First Annual
Leadership Week
Brigham Young University
January 23-27, 1922

OFFICIAL PROGRAM
Greeting

Leaders of Utah and Surrounding States:

We bid you welcome to Provo and the Brigham Young University. We hope the associations formed here this week will be a source of lasting joy and continued inspiration to you when you return to the routine of your own labors. We trust, too, that you will be able to draw from the exercises and lectures here some information that will assist you in solving the many perplexing questions that confront you daily. We have used every means at our command to make this an enjoyable and profitable vacation for you.

Due to the courtesy and kindness of the Board of Trustees and President Harris, the entire plant and faculty and student body have been placed at your disposal. No trouble has been spared to bring to the institution the great men of this state to assist in the instruction and entertainment of this week. We appreciate the kindly interest taken in this movement by the leaders, who have so freely responded to the calls made of them.

The courses offered here, many of which could not be duplicated anywhere else but in the Church School System, are free of charge. We wish you all to feel that this is your institution, and to treat it as such. We hope this is but the beginning of a long series of Leadership Conventions which will aid in unifying the various forward movements throughout the Church.

We thank you all—faculty and student body of Leadership Week—for your hearty co-operation and presence.

THE GENERAL COMMITTEE IN CHARGE.
programs until 1940 when the Executive Committee of the Board of Trustees reviewed and clarified its policy on the activity. The decision of the Board was to "control the limits in participation of the auxiliary and priesthood groups" thus freeing the University from certain responsibilities involved in sponsoring the official church organizations. The direction taken required each Leadership Week administrator to advise each faculty member to emphasize the courses outlined in the regular University catalog. 33

Except for the presentation of Leadership Week on the radio in 1942, the program was discontinued during World War II between 1941 and 1947. In a meeting of the Executive Committee in 1949, the program was again given approval. On October 30, 1953, the Board of Trustees authorized Leadership Week as a permanent program within the University and henceforth did not require approval each year when offered. 34

In reviewing the extension program of the University, Dr. Nelson in 1953 made a rather significant statement:

We called the world our campus because we had practically world-wide contact. Small as it was we made the most of it. 35

33 Minutes of the Executive Committee, November 8, 1940, and Minutes of the Board of Trustees, November 13, 1940. Cited in Haslam, op.cit., p. 115.

34 Minutes of the Board of Trustees, October 30, 1953. Cited in Haslam, op.cit., p. 119.

Early Leaders of Extension

In 1924, Director Nelson married his secretary and began immediately to make plans to work on his Doctor of Philosophy degree. In 1928, he left the University with his family to attend school at Madison, Wisconsin. The following news release appeared in the Provo Herald, 1928:

During the years that Director Nelson has been at Brigham Young University he has established an extension division that has reached into every corner of the state and into the mission fields all over the world wherever intellectual help has been needed. Extension classes, correspondence courses, and other extension activities have been established to carry on the work of education among the many who find it impossible to attend school regularly.\(^35\)

Professor Harrison R. Merrill worked closely with Mr. Nelson in some early extension programs and it was he who was appointed Acting Director until 1929 when Director Nelson returned from the East. Professor Merrill served again as Director from 1936 until 1938. Four other faculty members, Carlton Culmsee, Thomas L. Broadbent, Gerrit de Jong, Jr. and Seth T. Shaw all served periods as Acting Directors. In 1946 Dr. Harold Glen Clark came to the campus from Washington, D.C. to serve as Director of Extension. His vision and spirited leadership has guided the program to the present time.

\(^35\)Provo Herald, February 5, 1928.
PLATE III
LOWRY NELSON
DIRECTOR EXTENSION DIVISION
1921-1924, 1925-1928, 1929-1931, 1935-1936
PLATE IV
HARRISON R. MERRILL
ACTING DIRECTOR
1928-1929, 1936-1938
PLATE V
SETH T. SHAW
ACTING DIRECTOR
1938-1939, 1939-1940
PLATE VI
CARLTON CULMSEE
DIRECTOR
1940-1945
PLATE VII
GERRIT deJONG, JR.
ACTING DIRECTOR
1944
PLATE VIII
THOMAS J. BROADBENT
ACTING DIRECTOR
1945-1946
PLATE IX
HAROLD GLEN CLARK
DIRECTOR
1946 to Present
CHAPTER V

THE EXPANSION PERIOD - ADULT EDUCATION

FROM 1950 TO 1966

During the administration of Howard S. McDonald, President of the University, Harold Glen Clark, present Dean of the Division of Continuing Education came to the campus. His outgoing personality and sense of humor were real assets to him as he approached leadership responsibility. The adult education program on campus, as in many universities throughout the country, was critically examined and long range goals were established to take care of the demands of an ever increasing adult education conscious population.

As suggested in the preceding chapter, large expansion of extension was difficult and relatively slow during the first twenty-five years but increasing crowds had attended the Leadership Week programs and extension classes had penetrated most of the counties of Utah. However, lack of trained personnel and adequate financing hindered many of the programs undertaken by Lowry Nelson. This is shown as President McDonald in 1945 suggested a small budget to the Board of Trustees as the estimated income for the Extension
Division was only $16,000.¹

The challenge to develop a large and effective adult education program was accepted by Dean Clark and he received support from Ernest L. Wilkinson when he arrived as President of the University in 1951. President Wilkinson and Dean Clark both identified themselves prior to their coming to the University as men of action. President Wilkinson was a member of a distinguished law firm in Washington, D.C. and Dean Clark served as secretary to a U.S. Congressman. President Wilkinson received his Doctor of Judicial Science Degree from Harvard Law School and Dean Clark received his Doctor of Education Degree at George Washington University.

In 1951 President Wilkinson presented a budget of $35,000 to the Board of Trustees for the development of Adult Education.² This was more than double the budget approved in 1945 and marked the beginning of the expansion period of the Division of Continuing Education.

Lynn M. Hilton, a graduate of the University of Chicago with a doctorate in Education Administration, came to the campus to assume the responsibility of Assistant Director in 1953. He and


Dean Clark prepared a separation of departments and assigned new administrative personnel.

The present departments and offices of the Division are:
Office of the Dean, Department of Extension Publications; Office of Community Education, Department of Education Week Programs, Department of Off-Campus Lectures and Courses, Department of Travel Study; Office of Campus Programs, Department of Evening Classes, Department of Home Study, Department of Special Courses and Conferences; Office of Centers for Continuing Education, B.Y.U. - California Center for Continuing Education, B.Y.U. - Ogden Center for Continuing Education, B.Y.U. - Ricks Center for Continuing Education, B.Y.U. - Salt Lake Center for Continuing Education.

The present structure of the Division with its various offices and departments is a tribute to the leadership and vision demonstrated by Dean Clark during his twenty years with the University. In November of 1956, Dr. Clark's title was changed from Director to Dean and this change added status to the Division. Extension Division services and administrative responsibilities to this date had not been changed much since the first major division in 1921.

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3 Brigham Young University Bulletin Catalogue of Courses, p. 456.
Office of Campus Programs

At present, the coordinator of the Office of Campus Programs is Phileon B. Robinson, Jr., who is responsible to Dean Clark and to the University Administration for the Department of Evening Classes, the Department of Home Study and the Department of Special Courses and Conferences.

Home Study

Prior to the major separation of departments in 1956, the Home Study department was established with a separate head in 1948. The department was an outgrowth of the successful Bureau of Correspondence organized in 1921 by President Franklin S. Harris and Lowry Nelson, the first Director of Extension. Margaret Hales was appointed supervisor of the Bureau of Home Study on October 5, 1948. There were 171 college and seven high school courses offered at that time with an enrollment of 719 students. ⁴

In 1954 Lula Clegg was appointed Supervisor of the Department. She had demonstrated leadership as Supervisor of Schools in Wasatch County prior to her new assignment. During the eleven years she served as Chairman of the Home Study Department, enroll-

ments grew from 1,452 students in 1954 to a high of 4,708 credit students in 1964-1965 and 377 high school students.  

An interesting extension program was initiated in the Home Study department to urge L.D.S. men in prison to study and prepare themselves in an academic way to better serve society upon their release. No tuition was charged for L.D.S. prisoners serving in the Utah State Penitentiary. The only requirement was that one course be completed before another was attempted. There are approximately twelve students per year presently who take advantage of this service. More students would enroll but lack of finances prevents the purchase of books and other material. However, a financial program now has been instituted at the prison to aid inmates who wish to pursue college or high school classes.

National recognition was given the University in 1962-1963 when the Home Study department was selected by the National University Extension Association to work with three other institutions on a pilot study for a self-evaluation. Dean Clark presented the matter to Dr. Earl C. Crockett, Academic Vice-President of the University, and after careful consideration, approval was given for the study. Dean Milton F. Hartvigsen, College of Physical Education, was selected to serve as general chairman with the following faculty as committee members:

---

### FIGURE 5-1

<table>
<thead>
<tr>
<th>Sectional Assignments:</th>
<th>Criterion</th>
<th>Committee</th>
<th>Representative</th>
</tr>
</thead>
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<tr>
<td></td>
<td>Criterion I - Philosophy</td>
<td>Chauncey Riddle</td>
<td>Phileon B. Robinson, Jr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chairman</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Richard Bushman</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ellis Rasmussen</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Criterion II - Instruction</td>
<td>Callis Harms</td>
<td>Robert Teichert</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chairman</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Robert Layton</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bruce B. Clark</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dean Peterson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Criterion III - Staff</td>
<td>Eugene Campbell</td>
<td>Richard Henstrom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ariel Ballif</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Co-Chairmen</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Golden R. Woolf</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. Reid Morrill</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sterling C. Callahan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Criterion IV - Student Services</td>
<td>Lawson Hamblin</td>
<td>LeRoy Lindeman</td>
</tr>
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<td></td>
<td>Chairman</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leona Holbrook</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Howard T. Reid</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hattie Knight</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Criterion V - Administration</td>
<td>Percy E. Burrup</td>
<td>Harold Glen Clark</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chairman</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blaine Porter</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max LeRoy Waters</td>
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</tr>
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<td></td>
<td></td>
<td>Sterling Sessions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evan M. Croft</td>
<td></td>
</tr>
</tbody>
</table>

The purposes of the evaluation, as viewed by the General Committee were as follows:

1. To make a self-evaluation of the Home Study Department in accordance with the invitation made by the National University Extension Association Correspondence Division.

2. To study and appraise the instrument of evaluation prepared by the National University Extension Association and Center for the Study of Liberal Education for Adults.

3. To make suggestions for improvement of (a) the Home Study Department at Brigham Young University, and (b) the instrument of evaluation.  

After many hours of careful study and evaluation of the Home Study department, the general chairman held the last meeting on March 8, 1963, at which time the rough drafts from the five areas established as "criteria and standards" by the National University Extension Association were assigned to each sub-committee chairman. After review by the subcommittees, final drafts from the five areas were returned to the chairman of the evaluation committee on April 1, 1963. The final editing and preparation of the draft was then completed after consultation with President Crocket, Dean Clark and the Home Study Committee.

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The experience received from the self-evaluation was valuable to the Home Study department as well as the entire Division of Continuing Education.

On November 19, 1963, Charles A. Wedemeyer, University of Wisconsin, was invited to visit the University and discuss with the Home Study department and the evaluating committee the findings of the study. He made the following observation:

The Brigham Young University Home Study Self-Evaluation Report is an impressive document. The general chairman, Dean Milton F. Hartvigsen, and the fine committees which reported to him seem to have caught the philosophy of self-evaluation expressed in the NUEA Criteria and Standards, and Guide to Self-Evaluation. More than this, however, Brigham Young University planned carefully for the self-evaluation project and put behind the effort a panel of distinguished faculty members whose diligence and thoroughness are evident in the report.

It is clear also that the dean of Adult Education and Extension Services, Dr. Harold Glen Clark, and his Home Study staff headed by Miss Lula Clegg cooperated fully in the study out of a common desire to assess the present status of Home Study at Brigham Young, to test out the self-evaluation instrument devised by NUEA, and to develop recommendations for the improvement of Home Study.

The Home Study self-evaluation carried on at B.Y.U., as well as the brief investigation carried on by this writer, was marked by complete candor in probing for weaknesses in any phase of the program. In the process of evaluation many strengths in B.Y.U. Home Study were affirmed. In general it may be said that Home Study at B.Y.U. is a healthy activity, serving well several thousand external students and contributing thereby to the over-all mission of B.Y.U. The personnel most closely associated with and responsible for Home Study appear to be dedicated, able people. Indeed, the activity operates with remarkable efficiency in an atmosphere of generally high morale.  

7Ibid., p. vii.
During the period 1953 to 1965, the Home Study department increased in annual income from $17,000 to $151,000.

Evening School

The Bureau of Lectures and Entertainments, one of the four original bureaus established by Mr. Nelson in 1921, more closely parallels the present department of Evening Classes. Originally the Bureau of Lectures and Entertainments directed its efforts to the needs of the M.I.A. and to answer requests for lyceum courses and programs received from the residents of Utah Valley. Some expansion of the Bureau took place early but it was not until 1953 that evening classes were directed towards satisfying the academic needs of the individual. There were organized in 1953, three credit classes and twelve classes for entertainment or personal development. Ilene Webb was appointed supervisor on May 1, 1956 and she has remained to the present time.

It was soon apparent after the first credit offering that evening credit classes would be popular. The development of a good curriculum was immediately undertaken. It was observed that there were many adults who had had little or no college training who were anxious to attend school one or two nights a week with the hope of eventually graduating. With this philosophy in
mind the early curriculum was centered around the general educational requirements of the University. By 1958, forty departments of the University were represented and of the offerings fifteen were required classes for graduation.

Many policies were examined as full-time day-time students and evening part-time students took advantage of the evening class offerings. Full-time students in 1958 were allowed to register without extra fee. Many students in 1958 were allowed to register without extra fee. Many students took advantage of the evening schedule so it was necessary to contact the University administration in order to establish a formula identifying day school tuition when the student took part of his classwork in the evening. It was decided that each student would pay an extra fee of $3.00 for each semester hour of credit taken in the evening. It was also concluded that the University would remit to the department an additional $3.00 per semester hour.

When the University changed from quarter to semester hours of credit, some adjustments were made in the evening program as students were required to attend class for sixteen weeks instead of twelve weeks.

A counseling service was established in 1958 to help the student program and plan his adult work. This service made it possible for the student to receive professional help and gave him an
FIGURE 5-2
CITIES REPRESENTED IN EVENING CLASSES SPRING OF 1966
STATE OF UTAH
ONE OF THE EVENING SCHOOL CLASSES
ONE OF THE ADULT EDUCATION CLASSES
SALT LAKE CENTER
PLATE XII

ONE OF THE EVENING CLASSES
opportunity to project his study so that the actual degree was not impossible. In 1958, there were 402 classes offered. A student could now fill all the general education requirements of the University in the evening and many required classes for a major or a minor.

During the fall and spring of 1965-1966, the Evening School registered students from over forty different cities in Utah. One thousand and seventy-eight full time equivalent students were enrolled in the 1965-1966 year.

Registration by mail was begun in 1966 and this program will be expanded. Students often found such registration more satisfactory than enrolling in person. Particularly, when programs were well planned.

The bulk of the teaching staff is drawn from the full time faculty of the University although some academic and professional persons not associated with the University teach some classes. Over 800 professional educators and academically qualified persons have taught in Evening School since its beginning.

One of the most interesting programs was the inclusion in the evening school program in 1964 of a Master's Degree in the College of Education. Five areas were particularly encouraged: Counseling and Guidance, Curriculum and Instruction for Secondary
Education, Curriculum and Instruction for Elementary Education, Educational Administration, and Educational Psychology. This program allowed adults who were teaching in the public schools an opportunity to pursue a graduate degree by spending one evening a week for twenty-four months and generally attendance at one Summer School.

Another popular program introduced was directed toward students in vocational training. A two year technical program was outlined in nine disciplines each offering a two year certificate with all the work available in the Evening School. The two year programs included Library Science, Engineering Technology, Photography, Accounting, Business and Office Management, Commercial Art, Electronic Engineering, Home Technician, and Industrial Technician.  

Another contribution of the Evening School was the organization of general education classes in the summer months to help incoming freshman prepare themselves for full time study in September.

Special Courses and Conferences

Dean Harold Glen Clark felt that an on campus department dealing primarily with special lectures and institutes should be a

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permanent organization within the Division of Continuing Education. In the Fall of 1957, the Department of Special Lectures and Institutes was organized, but it was not until the Spring of 1960 that the Division set long range goals and organized programs cooperating with most of the colleges on campus. Thomas A. James was appointed chairman at that time.

The B. Y. U. with other universities in the United States experienced growth in extension work, found the conference and workshop idea popular. The income of the department grew from $38,000 in 1960-1961 to over $200,000 in 1965-1966.9

Management Conference

One of the conferences held annually in cooperation with the College of Business is the Management Conference which began in 1957. Skilled and academically trained individuals from the campus and industry lead the conference discussions and involve the thirty leaders who were enrolled in the workshop in decision-making as well as other important roles of leaders. Faculty is drawn from the College of Business as well as professionally oriented faculty in the behavioral sciences. Some of the leading companies in the United States have sent representatives to this conference and workshop.

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Interim Classes

Because students who enroll at the B.Y.U. come from every state in the nation and many from foreign countries and they find it difficult to return home for the holiday season and between semesters it was felt "Interim Classes" might be helpful to some if available. Such classes began in 1961. They are held for two weeks during the Christmas Holidays, two weeks between Spring and Summer registration and two weeks between Summer and Fall registration. Students have been appreciative of the twenty to thirty course offerings each registration period.

Annual Engineering Symposium

The Annual Engineering Symposium is offered through the Engineering Departments of the College of Physical and Engineering Sciences and the Division of Continuing Education, with the help and participation of many research and industrial companies in Utah. The Symposium began in 1959, and has maintained an average attendance the last seven years of 175.

Youth Workshops

Approximately 1,250 young men and women, advisors and educators come to campus each summer to participate in the various
workshops designed for them: Summer Music Clinic, Youth Academy for Girls, Youth Clinic for Boys, Publications Workshop, Ballroom Dance Workshop and a Driver and Safety Education Workshop. For three years a program dealing with "Guidelines for Teens" has attracted from 500 to 700 young teens and youth leaders. It is co-sponsored annually with the College of Family Living and the Division of Continuing Education, with many youth groups and various Parent Teachers Associations assisting. Findings of the conference were printed and available through Extension Publications.

Office of Community Education

In the Fall of 1964, Dr. R. Wayne Shute was released from his responsibility as Chairman of the Claifornia Center for Continuing Education and brought to the B.Y.U. campus to be coordinator of the Office of Community Education. The office was first created in 1960, having previously been called "The Office of Off Campus Instruction".

Travel Study

It was approved by the Executive Committee on March 14, 1951, that the University's Extension Division could conduct a Church
History tour during the summer and allow credit for those students who would fill the requirements as established by the faculty member responsible. The first tour was under the directorship of Dr. Alma Burton. Points of historical interest in Washington, D.C., Boston, and New York City were visited as well as cities and locations of particular significance to L.D.S. people: Palmyra, New York; Nauvoo, Illinois; Independence, Missouri; and other highlights of interest between Utah and New York. The tour was by chartered bus.

In 1951, Ernest L. Wilkins conducted a tour by automobile to Mexico. Six quarter hours of credit could have been earned by the student.

The first European tour was directed by Dr. R. Max Rogers and Dr. Arthur Watkins in 1952. The tour was three months long and those who participated were enthusiastic about the ocean voyage and the exciting visits to France, Italy, Switzerland, Germany, Austria, Holland, Belgium and England. The reaction from the group was favorable and prompted the Extension Division to open up in 1953 the first tour to the Holy Land. In this same year, President Wilkinson brought to the attention of the staff that faculty members were not to engage in private tours but should do all of
their travel work through the Extension Division. With the organization of the Travel Study Bureau in 1954, the Extension Division began making all arrangements for the tour; such as, food, travel, lodging, etc., relieving the tour director of this responsibility.

Three European tours were organized in 1955, two for students and one for adults and the first "round the world tour" was conducted by Dr. Richard D. Poll. Both the Mexican and Church History tours were continued with the attendance at the Hill Cumorah Pageant as one of the highlights of the Church History tour.

In order to more fully project future plans for the growth of the Travel Study program a questionnaire was sent to all former tour members, literature describing tours from other universities was reviewed and many personal interviews were conducted. The findings of this study were as outlined below:

1. The system of providing credit for the tours is academically sound.

2. The educational values of the tours indicate overwhelmingly that the tours should be continued.

3. The tours are not placing financial burdens on significant numbers of people. These people would go on tours anyway, probably under much less desirable circumstances.

4. The tours place upon the University no burden which detracts from its other services.

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10 Minutes of the Executive Committee, February 18, 1954. Cited in Haslam, op.cit., p. 139.
5. Numerous secondary advantages come to the Church and University through the tours: missionary function, directors receive valuable experience, participants' lives are enriched.

6. It was found that only 29% of the persons who went on tours were B. Y. U. students. 11

A Travel Study Advisory Council was organized in November of 1957 made up of faculty members from many disciplines of the University to aid the Department in decisions in itinerary, tour directors and overall planning. Each faculty member was sent an application with information on the various tours and programs sponsored by the Extension Division.

In 1958, the first Mexican Residence Program was offered with six weeks of intensive language study as an important part of the students' work. This residence program was the first of future successful tours where students spent sometime away from campus in conscientious study.

The University Travel Study Tour program was recognized in 1958, as having as well a developed travel study program as any college or university in the country. B. Y. U. at that time was the only university offering more than five programs in educational tours to all parts of the world. 12


12 Ibid., p. 8.
In the Fall of 1959, Robert C. Taylor was appointed Director of the department. Under his leadership, the Travel Study program organized a new tour in the Pacific-Orient in 1961 with Paul V. Hyer as Director. A French residence program was held in Quebec, Canada, a French language program in France, a German language program in Austria and two Spanish language programs in Spain and Mexico.

In April of 1961, Classroom Clipper, Pan American Airways’ educational magazine featured the B.Y.U. Travel Study program with a beautiful picture on the cover and a very favorable article describing the University and its world wide program. Also in 1961, to further acquaint residents of Salt Lake City with the Travel Study program, a film lecture series was sponsored by the B.Y.U. Salt Lake Center with more than 300 people attending.

New horizons were reached in the Department when the first semester abroad program was instituted in Salzburg, Austria in 1965. A chartered jet liner took the 143 students from the Salt Lake City Airport to Europe and return. The students lived in two hotels and studied under the excellent supervision and instruction of five B.Y.U. faculty members: Dr. Arthur Watkins, Dr. John R. Halliday, Dr. Eugene Campbell, Dr. Ray C. Hillam and Dr. Briant Jacobs. At the conclusion of the semester of study the students
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Program</th>
<th>Participants</th>
<th>B.Y.U. Academic Faculty Utilized</th>
<th>Man-weeks of Participation</th>
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<tr>
<td>1953</td>
<td>4</td>
<td>84</td>
<td>5</td>
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<td>1966</td>
<td>13</td>
<td>438</td>
<td>23</td>
<td>3,785</td>
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FIGURE 5-4
BRIGHAM YOUNG UNIVERSITY
DEPARTMENT OF TRAVEL STUDY
PARTICIPANTS

Student Participation
Adult Participation

<table>
<thead>
<tr>
<th>Year</th>
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<td>1965-66</td>
<td>391</td>
<td></td>
</tr>
</tbody>
</table>
PLATE XIV
TRAVEL STUDY PROGRAM
DOME OF THE ROCK, TEMPLE AREA
JERUSALEM, JORDAN
PLATE XV
TRAVEL STUDY PROGRAM
FOUNTAIN OF MOSES
EDOM, JORDAN
toured Europe for three weeks before returning to the United States. Shortly after the arrival in Austria, the accidental death of two female students on a weekend trip to Vienna sorrowed the entire group.

Upon completion of the Salzburg tour, Dr. Shute coordinator of the program, compiled a report on the semester abroad which encouraged the University to approve a second location in 1966 at Grenoble, France. In that year, seventy students attended school at Grenoble and fifty-eight at Salzburg.

The Travel Study Department hopes in the near future to increase the semester abroad program to include London, Spain and Japan with a total enrollment of 350 students. Future plans also call for the establishment of a permanent center in Europe.

Off-Campus Lectures and Conferences

Off-campus classes began in 1921 when the Extension Division first began, but it was not until 1949 that many of the earlier functions of special committees or departments within the University were combined under one head. Raymond E. Beckham served as director of extension classes from 1949 to 1952. Various programs were held throughout the state.

Dr. Lynn M. Hilton became Assistant Director of the Extension Division and Chairman of the Extension Lectures and Courses in
1953. Lectures were conducted in Barrett Hall in Salt Lake City, in the L.D.S. Tabernacle on Temple Square in Salt Lake City, in Malad, Idaho and in the old Ogden Tabernacle in Ogden, Utah. The Extension Division called upon many members of the faculty and encouraged the creation of new lectures which would be given in communities outside of Provo. In 1958, the Department expanded to include off-campus credit courses and extension publications. Richard H. Henstrom served as Chairman from 1958-1959.

The one day Education Day program, patterned after the larger three day Education Week (formerly Leadership Week), is another activity administered by Milton L. Sharp, present Chairman of Off-Campus Lectures and Conferences. The program, introduced in 1964, normally has three or four lecturers scheduled each hour with each faculty member assigned three different lectures per day. Attendance at the one day program held generally in an L.D.S. stake center is co-sponsored by the stakes in close proximity to the building housing the activity. The program is geared primarily to adult and young adults, fourteen years of age and older and attracts about 300 persons in each location. "How to Council Youth," "Teaching Techniques that Motivate," and "The Bible as Literature," are some of the course title popular in the L.D.S. Church oriented program. Off-Campus Lectures and Courses in 1966, offered twenty-
FIGURE 5-6
BRIGHAM YOUNG UNIVERSITY
DEPARTMENT OF OFF-CAMPUS LECTURES & COURSES I
(EASTERN LECTURE CIRCUIT)
ATTENDANCE

YEAR
1963 1964 1965 1966

ATTENDANCE (THOUSANDS)
5286 6267 6139 3475

107
eight one-day activities with a total attendance of 2,829 students. Similar programs are offered through the four off-campus centers.

In 1963, a lecture circuit was organized to many of the eastern cities. In 1964, the circuit attracted 6,267 patrons; however, in 1966 the attendance dropped to 3,475. A conscientious evaluation of each program is necessary and unless qualified professional faculty are invited and serious work given to promote the activity attendance will not be maintained.

Education Week (formerly Leadership Week)

From its beginning in 1922, Lowry Nelson felt Leadership Week was to have "a galvanic effect upon the church" and was to develop into one of the largest programs of its kind in the nation. Dean Clark and D. Chris Poulos, present Chairman, have seen this dream come true. In 1966, forty-five separate programs were administered with an estimated enrollment of 40,000. 13

In 1953, the University Board of Trustees granted to the University and the Division of Continuing Education permission to establish the Leadership Week as a "fixed" part of the University no longer requiring annual approval. From this date, growth and national recognition was realized.

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Until 1955, patrons were allowed to attend the three day program without charge. But as more faculty were added and Leadership Weeks were organized in stakes outside of Utah a $1.00 for three day registration fee was suggested. As the University program was expanded to include circuits into Canada and the east coast, the fee was increased to $4.00.

A policy statement formulated by Dean Clark in 1955 outlined the basic goals of Leadership Week:

The basic goal of Leadership Week is to provide selected educational experiences which will help members of the Church and other patrons of the university become better leaders in the home, the community and the Church. These educational experiences should serve (a) general and (b) specific needs.

Serving General Needs

The B. Y. U. should provide general educational experiences for adults with the following purposes in mind:

1. To stimulate an interest in and appreciation for all the fields of learning.
2. To provide fresh incentives and a creative, experimental attitude in our work as leaders.
3. To teach the great principles of truth involved in all fields of knowledge in which the university is prepared to participate.

Serving Specific Needs

The B. Y. U. should help each leader or potential leader specifically in his duties as a homemaker and in his leadership assignments in the community and the Church.
1. The B.Y.U. as an arm of the Church of Jesus Christ of Latter-day Saints should assist in strengthening the work of the auxiliary or Priesthood organizations. In turn, these sister organizations should seek to build up the University as a service agency.

2. The purpose of specific courses goes beyond stimulation and appreciation. They should be so organized as to develop skills and techniques. These courses should stimulate each leader to discover and become skilled in ways of performing his work.

3. Since every person in the Church is a homemaker or a potential homemaker - a leader or a potential leader in Church and community activities, no restrictions should be placed on attendance at Leadership Week.

4. The final goal is to build faith in the great purposes of the home, the nation and the Church and increase the ability of the individual to bring these purposes to fruition.

Guiding Principles

1. Basic policies are set by the General Authorities and General Church officers of the Auxiliaries. Executive officers and faculty members of the Leadership Week program do not assume the responsibility for establishing or modifying the policies for any other Church auxiliary or for the Church as a whole.

2. All leadership courses supplement should enrich and strengthen rather than duplicate the training programs of the home or those provided by civic auxiliary or priesthood organizations for their members.

3. Off-campus patrons of B.Y.U. are deserving some of the opportunities provided for those in residence.
4. The spirit and philosophy of the Gospel of Jesus Christ should permeate all Leadership Week teaching since the Gospel embraces all truth.

5. Assemblies, activities and lectures should be of university caliber. That is they should be more than miscellaneous or interesting bits of information. Each offering should have definite goals, be deliberately undertaken, organized with a sequence of experiences and contain the elements of good lecturing teaching and research.

6. Subjects presented should draw upon the resources of the faculties and the buildings and equipment of the university. Since these resources are not unlimited, concentration should be upon organizing and presenting those experiences, skills and knowledges peculiar to B.Y.U.

7. Leadership Week is not a profit-making venture. Fees charged to the patrons are intended to cover our out-of-pocket expenditures for materials, travel and equipment only.

Upon examination of one of these programs one would note that classes were usually scheduled over a three day period from 9:00 a.m. until 10:00 p.m. with each class period normally fifty minutes in length. Often six to eight course offerings are available each hour. Individual registrants are free to select one class to attend each hour as all nine lectures by each faculty member are different. The lecture method, using audio-visual materials, is the general pattern. To supplement the discussions, pamphlets and books either written by the faculty member or recommended by him might be purchased.

Acting University President Christen Jensen presented to the Executive Committee a proposal on June 29, 1950, that the Leadership Week program be held in Alberta, Taylor and Lethbridge Stakes in Canada. The committee authorized the University's participation with the understanding that the stakes inviting the University would be responsible for the expense of the faculty and other expenses that might occur. This was the first Leadership Week program offered by the University away from the Provo campus except the activity at Ricks College.

Following the Canadian circuit the Executive Committee on February 22, 1958, gave approval to a request from ten stake presidents in California that a B.Y.U. Leadership Week program be arranged in Southern California. Approval was also given by the Board of Trustees. University Vice-President Harvey L. Taylor and Dean Harold Glen Clark with members of the Dean's staff met with twenty stake presidents from Southern California area on April 4, 1958, to formulate plans for a Leadership Week in August. The response from the stake presidents was enthusiastic.

15 Minutes of the Administrative Council, December 21, 1955, Cited in Haslam, op. cit., p. 120.

16 Minutes of the Executive Committee, February 27, 1958. Cited in Haslam, op. cit., p. 121.

This meeting was the first of others to be held later with stake presidents and B.Y.U. Administrators.

Programs were held in 1959, in Arizona and Ogden, and fifteen stake presidents met in Salt Lake City later in the same year to request a program there.

Dr. Richard H. Henstrom, Coordinator of Center programs, summarized from his participation, and from letters received from satisfied patrons who had attended the activity, some values from attendance:

1. These programs act as a stimulus, creating within the individual student a desire to know more about new, exciting fields of learning that have been alien to him in the past. It creates a desire for more learning, and these people are motivated to become involved in additional experiences such as in home study or other community adult education discussion groups, lectures, and regular credit and noncredit courses at local educational institutions.

2. The participants are motivated to read more and to seek wisdom and truth from all sources, such as magazines, newspapers, television, books, etc.

3. Many people who have never had courses on a university level before or whose absence from school has created doubt in their minds as to their abilities are encouraged and gain self-confidence. They realize that their capacity for learning has not disappeared.

4. The desire for a more liberal education is stimulated. These registrants find interest in areas of learning they had never known previously.
5. The students receive encouragement and training enabling them to better meet the problems of our modern world. They begin to think more realistically on how to be better parents, who to serve their community and country, how they might equip themselves to be better leaders.18

With a change in the nature of the courses offered in Leadership Week the Board of Trustees in 1963, proposed that the program be named Education Week. The following statement appeared in the Deseret News on February 16, 1963:

"The Board of Trustees of the Brigham Young University has changed the name of the former Leadership Weeks to 'BYU Education Weeks'.

The change was made after long consideration of a broader scope and more appropriate name for this program...The BYU Education Weeks are intended for everyone who can take advantage of the large number of academic offerings.

We are pleased to note that the BYU Education Weeks will be presented in 33 areas of high Church population in the Western United States and Canada next summer. The extension of this privilege to a wider segment of the Church is indeed gratifying and has the blessing and encouragement of the Board of Trustees."19

The organization and administration of such a vast program cannot be handled by the few men and women who administer the program for the University but they must call on many faithful and willing volunteer workers. It was estimated in 1966, that over 3,000 volunteer persons helped program the activity in the areas where the program was attended.

18Adult Leadership, Volume 11 Number 10, April 1963, p. 314.
FIGURE 5-8
EDUCATION WEEK PAID REGISTRANTS
1950-1951 to 1965-1966
<table>
<thead>
<tr>
<th>Year</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1922</td>
<td>(No theme given)</td>
</tr>
<tr>
<td>1923</td>
<td>(No theme given)</td>
</tr>
<tr>
<td>1924</td>
<td>(No theme given)</td>
</tr>
<tr>
<td>1925</td>
<td>The Home is the Heart of Civilization</td>
</tr>
<tr>
<td>1926</td>
<td>Better Teaching of Religion</td>
</tr>
<tr>
<td>1927</td>
<td>Youth in the Modern World</td>
</tr>
<tr>
<td>1928</td>
<td>Man's Quest for Joy</td>
</tr>
<tr>
<td>1929</td>
<td>Education for the Enrichment of Rural Life</td>
</tr>
<tr>
<td>1930</td>
<td>Your Community and What It Can Do For You</td>
</tr>
<tr>
<td>1931</td>
<td>Our Times</td>
</tr>
<tr>
<td>1932</td>
<td>The Modern Tomorrow</td>
</tr>
<tr>
<td>1933</td>
<td>Spiritual Foundations of Reconstruction</td>
</tr>
<tr>
<td>1934</td>
<td>Character in the Modern World</td>
</tr>
<tr>
<td>1935</td>
<td>Building Zion Today</td>
</tr>
<tr>
<td>1936</td>
<td>Promoting Spirituality Today</td>
</tr>
<tr>
<td>1937</td>
<td>Eternal Progress</td>
</tr>
<tr>
<td>1938</td>
<td>The Security of Zion</td>
</tr>
<tr>
<td>1939</td>
<td>Life At It's Best</td>
</tr>
<tr>
<td>1940</td>
<td>&quot;... And the Truth Shall Make You Free.&quot;</td>
</tr>
<tr>
<td>1941</td>
<td>The Defense of Truth</td>
</tr>
<tr>
<td>1942</td>
<td>(On the radio, not on campus)</td>
</tr>
<tr>
<td>1943</td>
<td>(No program available)</td>
</tr>
<tr>
<td>1944</td>
<td>(No program available)</td>
</tr>
<tr>
<td>1945</td>
<td>(No program available)</td>
</tr>
<tr>
<td>1946</td>
<td>Today and Tomorrow</td>
</tr>
<tr>
<td>1947</td>
<td>(No Leadership Week)</td>
</tr>
<tr>
<td>1948</td>
<td>Pioneering Our 2nd Century</td>
</tr>
<tr>
<td>1949</td>
<td>(No Leadership Week)</td>
</tr>
<tr>
<td>1950</td>
<td>(No theme)</td>
</tr>
<tr>
<td>1951</td>
<td>Leadership in a Time of Uncertainty</td>
</tr>
<tr>
<td>1952</td>
<td>A Year of Decision</td>
</tr>
<tr>
<td>1953</td>
<td>Learning to Live</td>
</tr>
<tr>
<td>1954</td>
<td>Who is the Educated Man?</td>
</tr>
<tr>
<td>1955</td>
<td>A Festival of Learning</td>
</tr>
<tr>
<td>1956</td>
<td>Widening Horizons</td>
</tr>
<tr>
<td>1957</td>
<td>The Family Faces the Future</td>
</tr>
<tr>
<td>1958</td>
<td>Your Part in the Fabulous Years Ahead</td>
</tr>
<tr>
<td>1959</td>
<td>Achieving Human Fitness</td>
</tr>
<tr>
<td>1960</td>
<td>A Land of Promise</td>
</tr>
<tr>
<td>1961</td>
<td>Creating Living in a Changing World</td>
</tr>
<tr>
<td>1962</td>
<td>New Horizons for Living</td>
</tr>
<tr>
<td>1963</td>
<td>Family Togetherness - the Challenge of Our Times</td>
</tr>
<tr>
<td>1964</td>
<td>Continued Education - the Key to Progress</td>
</tr>
<tr>
<td>1965</td>
<td>The Fine Art of Living</td>
</tr>
<tr>
<td>1966</td>
<td>Toward Improved Communication</td>
</tr>
<tr>
<td>1967</td>
<td></td>
</tr>
</tbody>
</table>
One of the weaknesses of the Education Day and the Education Week program has been the importance placed upon attendance and finance. If the program is to remain an important adult education offering of the University, faculty who have strong academic backgrounds, but who may not be the "crowd pleasers" must be invited and encouraged to participate. Administrators of the program are so anxious to have a large attendance that they are prone to only contact "big names" and often bypass the faculty who are scholars in their fields. More concern need be placed on quality of instruction and less on big crowds and high income.

Office of Centers for Continuing Education

The following statement outlined the philosophy for the establishment of the four B.Y.U. Continuing Education Centers:

Sensing the obligation of the Church University to provide educational opportunities in harmony with L.D.S. standards for persons away from Provo, the Board of Trustees has established continuing education centers. These centers offer the same services of continuing education to the people of the center's area, including Education Week as those offered to people who live near Brigham Young University. Any student expecting to earn a degree from B.Y.U. may do much of his work at a continuing education center, but at least 20 semester credit hours must be earned on the campus in Provo.20

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20 Brigham Young University Bulletin Catalogue of Courses, p. 461.
Dr. Richard H. Henstrom serves as coordinator in the Dean's Office for the B.Y.U. Ricks Center for Continuing Education, Idaho Falls, Idaho; the B.Y.U. Ogden Center for Continuing Education, Ogden, Utah; the B.Y.U. Salt Lake Center for Continuing Education, Salt Lake City, Utah; and the B.Y.U. California Center for Continuing Education, Inglewood, California.

B.Y.U. Ricks Center

Dean Clark envisioned some time before July of 1956, the possibility of establishing Centers away from the Provo Campus to aid the University in answering the many demands of adult education. Ricks College in Rexburg, Idaho, already attached to the Brigham Young University earlier with Leadership Weeks was an ideal facility for the first Center. Mr. J. Kenneth Thatcher, who had served as superintendent of the Sugar-Salem Schools in Idaho, was selected as Director. He also had served eight years as an Idaho State legislator.

Following the fall registration in 1956, seventeen classes and 199 registrants, the Center opened, in 1957, an audio-visual communications department, and offered services to the neighboring communities. Seth Bills, from the Provo Campus joined Chairman Thatcher as Assistant Chairman and audio-visual manager and
remained at the Center until 1962 overseeing the audio-visual program. Mr. Bills also worked with the Rexburg branch office. Upon leaving the Center, Mr. Bills joined the faculty at Ricks College.

As the Center grew and demands on the facility increased, it was felt in 1959 that the main office should be established in Idaho Falls, retaining the Rexburg office as a branch. The field for adult education was very fertile in Idaho Falls and by 1963 enrollments had increased to 829 per semester.

Summer programs at Ricks College continued under the supervision of the Idaho Center. In 1961 an experiment was tried flying Provo Campus faculty to Idaho. The pattern has continued with classes offered particularly in co-sponsorship with the College of Education. The faculty generally fly to Idaho Falls each weekend for five weeks with class periods on Friday evenings and Saturday mornings. Another program introduced in the Fall Semester 1962, attracting fifty-four students was a T.V. class, "The American Economy", produced by the Columbia Broadcasting System. Other classes with wide appeal have been art seminars, Relief Society teachers' workshops and charm classes for women.
The Education Week program\footnote{Each Center administers an Education Week program similar to the one offered on the Provo Campus. Where there is not a Center, all programs are handled in the office of Off-Campus Lectures and Conferences.} was well accepted in Idaho. In 1961, two programs were held and these have been increased to ten in 1966. Cities and communities where programs have been repeated are: Idaho Falls, Blackfoot, Pocatello, Burley, Twin Falls, Boise, and Ontario, Oregon. Total attendance in 1966 was 10,027. A large devotional assembly often attended by as many as 800 people has been one of the attractions of the Education Week in Idaho.

Chairman Thatcher reported in 1962 that from results of a survey taken by the Center that of the seven surrounding school districts in close proximity to Idaho Falls, that teachers who had taken some of their course work for certification at the Center ranged from 33 1/3\% in one district to a high of 60\% in another. Many teachers first became acquainted with the Brigham Young University by enrollment at the Center and then continued study at the Provo Campus ultimately receiving their degree at the mother institution. Since 1962, enrollment has been near 1,000 students each semester with a class offering between sixty and seventy courses.

Recognition from the entire state was given Chairman Thatcher and his staff in 1966 on the occasion of the tenth
anniversary of the Center. Governor Robert E. Smylie, Idaho, was one of the first to congratulate Mr. Thatcher and the Center for ten years of service to the community.

B.Y.U. Ogden Center

Following a successful meeting with eleven stake presidents in Ogden, on February 28, 1957, President Harvey L. Taylor and Dean Clark were enthusiastic about the possibility of the opening of the second B.Y.U. Adult Education Center. A proposal by President Ernest L. Wilkinson was presented to the Board of Trustees on March 8, 1957 to recommend the establishment of an adult education and extension center in Ogden.

The formal announcement of the opening of the Center came in the form of a letter addressed to the Stake Presidents and Bishops in the Ogden area.²²

Mark A. Benson was appointed as the first Chairman but he resigned in July 1958 and George S. Haslam, replaced him and has continued as Chairman to the present time. Fall term of 1957 had an enrollment of 639 non-credit students in seven classes and an enrollment of ninety-nine credit students in five classes.

Chairman Haslam has programmed classes, workshops and seminars since 1958 averaging twenty-four programs each term with an average enrollment of 903. Autumn term enrollment in 1965 was 2,930 students in forty different classes.

The first Education Week program was organized in 1959 and was held on Tabernacle Square utilizing the three buildings for classes. Since the first program, the activity has been held at the Center and the Moench building adjacent to the main office.

Three or four one-day Education Day programs also are offered each year. Many B.Y.U. faculty have added to the spiritual, educational and cultural environment of the Ogden area.

The Center developed other significant programs and classes: Religion Lecture Series, Family Life Clinic, Arts and Crafts Workshop, two Boy Scouts Pow Wow's, Counseling Seminar and a Youth Leadership Workshop. A master's degree program co-sponsored with the Graduate Department of Education was introduced in the Fall of 1964. A major or a minor in one of the following areas was available with approximately eighteen hours of the work allowed through the Center: Educational Administration, Curriculum and Instruction, (Elementary), Curriculum and Instruction (Secondary), Counseling and Guidance and Reading Specialist.
Orson B. Roper joined the staff in 1965 and presently serves as Program Director.

B.Y.U. Salt Lake Center

Under date of December 15, 1958, President Ernest L. Wilkinson addressed to all Stake Presidents, Bishops, and auxiliary boards in the Salt Lake area a letter, similar to the one establishing the Ogden Center, announcing the contemplated B.Y.U. Salt Lake Adult Education Center. Dr. Lynn M. Hilton was appointed Chairman.

In the early 1950's Dr. Hilton organized some programs in Salt Lake City and it was felt by him and by Dean Clark that if facilities were available it would be an excellent location for a center. The response, Winter Term 1959, justified this feeling as 399 students enrolled. The Center has grown continually since 1959. In 1966, over 12,000 registered (4,809 for credit).

The building chosen for the Center was one of the most pretentious of the older homes in Salt Lake having been built shortly after the turn of the century by financeer A. W. McCune. Mr. McCune made his first fortune as a railroad builder in Utah, then as a Montana timber and mining executive and finally as a developer of an immense copper mine in Peru.
From 1919, when the McCune family turned the building over to the Church, until 1959, the edifice housed the McCune School of Music and Art. The building, with its tiled roof from Holland, marble from Italy, mahogany from Honduras, rugs from Persian looms, lavish mirrors from Germany and exquisite hand murals all present a warm dignity that blends with the atmosphere desired in a mature, cultural, and educational institution.

Under the leadership of Dr. Hilton the Center programs developed and enrollments soon exceeded the space in the one building. Behind the Center another structure, once used to house an L.D.S. ward, was renovated and five more classrooms were made available for the Center. By 1961 including all credit and non-credit classes enrollment had increased to over 10,000 students.

In the Spring of 1962, Robert DeBry and Keith L. Smith joined the Center as supervisors to work with Russell T. McDonald, who had become associated with the Center in 1961. Now, with four full-time administrative professional men, Dr. Hilton worked out a division of responsibility and many new programs of wide significance were inaugurated. Robert DeBry was assigned to handle all of the programs in the Center particularly as the classes had to do with General Education requirements. He was also assigned to handle the Music Lecture Series, a cooperative program with
the Utah Symphony and the College of Fine Arts and the Forum Assemblies. The University invites prominent American journalists and educators to the Campus and many of them are asked to repeat the lecture in the Assembly Hall on Temple Square under sponsorship of the Salt Lake Center. Keith L. Smith was assigned to handle all classes within the L.D.S. stakes and also programs in cooperation with the College of Education—a teacher certification program with the Teacher Education Department and a master's degree program in education with the Department of Graduate Education. As many of the master's candidates chose to do their study in the minor field in the College of Religious Instruction, many classes of graduate level were taught in rented L.D.S. seminary buildings. Russell T. McDonald was assigned supervision of all classes and programs taught in the College of Physical and Engineering Sciences and the College of Business.

As demand for adult programs grew classes were taken out of the Center into ward and stake buildings. This made it possible for women to take advantage of Center classes close to home.

In the Fall of 1964, Dr. Hilton took a sabbatical leave and Keith L. Smith was appointed Acting Chairman. Dr. Hilton resigned from the University in 1965 and Mr. Smith became permanent Chairman. He has served in that capacity to the present time.
Ray C. Hatch joined the staff in the Fall of 1963 replacing Mr. DeBry and Keith L. Taylor replaced Russell T. McDonald in the Fall of 1964.

In 1961 the Western Interstate Commission for Higher Education, Western Council on Higher Education for Nursing, published an intensive study on the question "Nurses for the West". It was estimated from this professional study that by 1970, 1,000 new nurses would be needed in Utah to replace those already in service. In addition, 1,700 more would be required because of the increased population. Therefore, a total of 2,700 new nurses would be needed within a very few years. Of the thirteen western states, Utah in 1957, had 201 nurses for each 100,000 population. This ratio was the smallest, nurses to population, of any of the states in the Western United States. The Center felt this area was one of desperate need. In consulting with the College of Nursing, a workable program was arranged so adult students would attend classes in the Center during the evenings and then spend one year in the L. D. S. Hospital for clinical work. This exciting new program offered to qualified students interested in a career in nursing, a well organized and planned course of intensive study and professional practice. The program was unique and represented one of the first major changes in nursing education in the past twenty-five years. It did not
simulate either a watered-down four year baccalaureate program or a three year hospital diploma program shifted into a college setting. If offered, instead, carefully planned and selected experiences designed to train the student to become a competent nursing practitioner.

As in all of the programs established in the Division of Continuing Education, only qualified approved faculty members were contracted. Many of the teachers were regular full-time Provo faculty, others were professionally trained persons approved by the appropriate department Chairmen and Dean. All students who were accepted, after having made formal application to the University for admittance, were required to maintain the ideals and standards of the L.D.S. Church.22

The Associate Degree Nursing program attracts between seventy-five and 125 women and men each term. There have been 121 students who have graduated with the RN degree since the program began in 1962.

In the Fall of 1965 the Center announced a series of credit and non-credit classes and programs taught during the daytime hours. Until this time, the programs were all offered in the evenings. More and more students are attending the day classes each term. In the Fall of 1966, seventeen classes were offered in the day schedule.

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Education Days and Weeks have been well received in the Salt Lake area. Generally six one-day programs are offered each year and two to four three-day Education Week programs.

In the Spring of 1966, two more supervisors were added to the permanent staff, increasing the supervisors to four. Frank Santiago was assigned to supervise the business and government programs and S. Kenneth Robbins was assigned to supervise the Associate Degree Nursing Program, the Grace Nixon Stewart Youth Program and to serve as Office and Book Manager.

There were over forty buildings used for classes in the greater Salt Lake area in 1965-1966.

B.Y.U. California Center

In the spring following the opening of the Salt Lake Center, the Board of Trustees authorized the University to establish the fourth adult education center in Los Angeles for the Southern California area. On July 1, 1959, a letter over signature of President Joseph Fielding Smith was sent to Stake Presidents and Bishops announcing the opening.

David N. Chalk, who had served as supervisor of off-campus non-credit classes in Provo was appointed Chairman. He received his undergraduate and graduate training at the B.Y.U. in Educational
Administration and had worked with Dean Clark in the organization of B.Y.U. adult programs prior to his assignment in California.

The purpose of the Center was to bring the philosophy of the University and its influence and facilities more closely to the members of the L.D.S. Church.

Although the original name of the facility was the Los Angeles Adult Education Center, Chairman Chalk had all of Southern California in which to program classes.

When the Center opened, it was felt, as the other three Centers had been offering credit classes that some basic courses should be included in the fall catalog. Although one hundred students registered for credit it was decided the Center should concentrate on non-credit programs and expand the Leadership Week activity. This pattern has continued to the present time. In 1965-1966 over 12,000 students registered for classes, all non-credit, and over 10,000 students registered for Education Weeks. In total enrollments, the California Center is the largest of the four Brigham Young University's Continuing Education Centers, although the full-time equivalent ratio is not as large as Salt Lake or Idaho.

R. Wayne Shute joined the staff in October 1960 and became the Chairman in June of 1961. The programs continued to grow and by 1963 the non-credit enrollment was 3,200 students and the
Leadership Week attendance was 8,600. These figures compared to 702 students enrolled in non-credit in 1959-1960 and 5,300 enrolled in Leadership Week. In the Fall of 1964, Dr. Shute returned to the Brigham Young University in Provo and V. Dallas Merrell was appointed Center Chairman. Gerhard J. Bolli was serving as a part-time programmer and he was appointed a full-time supervisor to work with Mr. Merrell. His responsibility was to coordinate and supervise L.D.S. stake adult education programs and to organize and administer special seminars. He also was given the responsibility to expand the audio-visual department that had been developed earlier.

It was also in the Fall of 1964, that the name of the Adult Education and Extension program of the University was changed to the B.Y.U. Division of Continuing Education. The name of the Los Angeles Center was changed from the B.Y.U. Los Angeles Center to the B.Y.U. California Center for Continuing Education.

Chairman Merrell and his staff organized and administered many programs when Brigham Young University faculty members came to lecture from three days to four weeks.

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23 Dr. Shute was appointed coordinator of the Office of Community Education responsible for the Department of Off-Campus Lectures and Courses, Department of Education Week programs and Department of Travel Study. Chairman Merrell prior to his new responsibility in the California Center had served as Chairman of all University Education Week Programs except those administered by the off-campus Centers.
FIGURE 5-10
SEVEN-YEAR SUMMARY OF COMBINED TOTAL ENROLLMENTS
B.Y.U. CONTINUING EDUCATION CENTERS

Source: Richard H. Henstrom, Coordinator, Dean of Continuing Education Office.
FIGURE 5-11
SEVEN-YEAR SUMMARY OF COMBINED TOTAL F.T.E.S.*
B.Y.U. CONTINUING EDUCATION CENTERS

Source: Richard H. Henstrom, Coordinator, Dean of Continuing Education Office.

*Full-Time Equivalent Student (for definition of term see Appendix A, p. )
One of the highlights of the 1966 season was the visit of the B.Y.U. Symphony Orchestra. During the six day tour of Southern California they played before audiences of over 3,000. Chairman Merrell reported that the performance, under the skilled baton of Dr. Crawford Gates, was a memorable experience.

The "Know Your Religion Series" has been well received in California. In 1966 the series attracted 800 patrons in two locations.

Chairman Merrell works closely with the leaders in the L.D.S. wards and stakes and the Center has presented programs at their requests. This close contact has helped when the Education Week activity in California is offered. Response from Northern California was excellent after the first Education Week there and so the state was divided into two divisions to help administer programs more easily. In 1965, the Northern Circuit consisted of Sacramento, Oakland, Palo Alto, Fresno, and Bakersfield and had a total attendance of 4,171 patrons. The Southern Circuit consisted of San Bernardino, West Covina, Santa Monica, San Fernando, Long Beach, Anaheim and San Diego had a total attendance of 5,328.

Department of Audio-Visual Communication

Although not presently under the administrative responsibility of Dean Clark, (the department was transferred to the Department
FIGURE 5-12
ACTIVITIES OF THE DEPARTMENT OF AUDIO-VISUAL COMMUNICATION
CIRCULATION SECTION, EQUIPMENT REPAIR AREA, AUDIO AREA
1960-1961 THROUGH 1962-1963

<table>
<thead>
<tr>
<th>Department of Audio-Visual Communication</th>
<th>1960-61</th>
<th>1961-62</th>
<th>1962-63</th>
<th>Per cent of Increase Over Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulation Section - Films, Filmstrips, Recorded Tapes, Study Prints</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus</td>
<td>19,960</td>
<td>20,720</td>
<td>17,993</td>
<td>- 13%</td>
</tr>
<tr>
<td>Contract Schools</td>
<td>17,271</td>
<td>9,289</td>
<td>8,815</td>
<td>- 5%</td>
</tr>
<tr>
<td>Noncontract Schools</td>
<td>3,370</td>
<td>2,729</td>
<td>3,933</td>
<td>+ 44%</td>
</tr>
<tr>
<td>L. D. S. Church</td>
<td>2,911</td>
<td>4,407</td>
<td>5,373</td>
<td>+ 22%</td>
</tr>
<tr>
<td>Miscellaneous Users</td>
<td>644</td>
<td>647</td>
<td>1,413</td>
<td>+118%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>44,176</td>
<td>37,792</td>
<td>37,527</td>
<td>- 7%</td>
</tr>
<tr>
<td>Equipment Repair Area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus</td>
<td>469</td>
<td>520</td>
<td>1,775</td>
<td>241%</td>
</tr>
<tr>
<td>Contract Schools</td>
<td>383</td>
<td>488</td>
<td>478</td>
<td>- 2%</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>175</td>
<td>159</td>
<td>212</td>
<td>33%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,027</td>
<td>1,167</td>
<td>2,465</td>
<td>111%</td>
</tr>
<tr>
<td>Audio Area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Tapes Duplicated</td>
<td>6,541</td>
<td>8,702</td>
<td>7,000</td>
<td>- 20%</td>
</tr>
<tr>
<td>Hours of Public Address and Recording Services</td>
<td>2,203</td>
<td>2,582</td>
<td>2,187</td>
<td>- 15%</td>
</tr>
<tr>
<td>Number of Discs Cut</td>
<td>650</td>
<td>877</td>
<td>506</td>
<td>- 42%</td>
</tr>
</tbody>
</table>
of Communications in 1964), the Audio-Visual Department was begun and enlarged under the direction of the Division of Continuing Education. In 1932, President Franklin S. Harris established under the leadership of Lowry Nelson the Bureau of Visual Education. This Bureau was the first systematic attempt to offer for rent and for sale visual education materials although some little work had been done in the middle twenties when charts and agricultural films were available through the Bureau of Correspondence and Instruction. It was not long after the Bureau of Visual Education had been established that requests came for services in the states of Utah, Idaho, Arizona, California, New Mexico and Wyoming. Today there are occasional requests from many of the other states in the union as well as several foreign countries. 24

While a student at the B.Y.U., Clarence Tyndall, worked under both F. Wilcken Fox and Thomas C. Peterson, each having served as secretary of the Audio-Visual Department. In 1946, Mr. Tyndall became the first Director of the Department to serve on a full-time basis. It was during his administration that plans were made for the Department to be moved to the Herald R. Clark Building, although the establishment of the new offices did not take place until 1953, while Mr. Tyndall was on sabbatical leave.

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In 1959, LeRoy A. Lindeman was appointed Chairman and he remained until 1966. Mr. Lindeman directed and expanded the Department to become a leader in the inter-mountain states. In 1958 the Department had grown to thirteen full-time employees and sixty part-time employees handling an average of 125 booking requests a day. By 1962 there were seventy-two full-time employees and twenty-six part-time employees. Also, in 1962, a new section of graphic arts and marketing was added. The services soon were expanded to include requests for films both religious and educational from institutions throughout the nation.

A close relationship was established between the Audio-Visual department and the College of Education. Classes of instruction in the use of audio-visual materials were offered through the Continuing Education Division and were popular with professional teachers.

Department of Extension Publications

From the beginning of the extension program the printing of lectures, pamphlets, and selected addresses has been the responsibility of the adult education services of the University. The Department, under the direct administration of Dean Clark is supervised by William F. Rawcliffe, who joined the University staff in the Fall of 1965. Hours of work are required before the manuscripts are ready for publication and distribution to the wards,
FIGURE 5-13
NUMBER OF PUBLICATIONS DISTRIBUTED BY
THE DEPARTMENT OF EXTENSION PUBLICATIONS

1961-62: 113,426
1962-63: 192,630
1963-64: 189,267
1964-65: 116,195
1965-66: 202,895
stakes and business establishments throughout the world.

In the Fall of 1961, William G. Leach was appointed Chairman of Extension Publications as a separate department and Virginia Brand Smith, who had worked with Dr. Lowry Nelson in the early 1930's doing work in Extension Publications, was appointed Editor. Mrs. Smith, because of her wide experience, has made a fine contribution to the development of this department of Extension. She is presently the Editor and has been the only person to serve in this capacity. Two other Chairmen, Mabel J. Childs and Lawrence D. Lawlor served following Mr. Leach and prior to the appointment of Mr. Rawcliffe, the present Supervisor.

Thousands of Education Week lectures, and many devotional talks by L.D.S. General Authorities and other Church leaders and a selected number of addresses given at the combined B.Y.U. Stakes' Firesides make up the 200,000 copies that are distributed annually. As the Education Week circuit moves throughout the United States thousands of pamphlets are distributed as Extension Publications play an important role in the Education Week are asked to compile material that might be published in multilith form by Extension Publications or recommend publications by other qualified persons who may have written material so the patrons may take from the Education Week a valuable remembrance.
Enrollment Standing

The University, as reported in the following is recognized among the national leaders in continuing education in total enrollments in institutions of higher learning:

**FIGURE 5-14**

**ENROLLMENT STANDING ACCORDING TO THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION 1965-66 PROGRAMS AND REGISTRATIONS REPORT**

<table>
<thead>
<tr>
<th>Conference Registrations</th>
<th>Correspondence Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio State University</td>
<td>114,267</td>
</tr>
<tr>
<td>Purdue University</td>
<td>86,244</td>
</tr>
<tr>
<td>University of Wisconsin</td>
<td>59,231</td>
</tr>
<tr>
<td>University of California</td>
<td>51,288</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>48,612</td>
</tr>
<tr>
<td>University of Alabama</td>
<td>47,682</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>46,270</td>
</tr>
<tr>
<td>Brigham Young University</td>
<td>40,043</td>
</tr>
<tr>
<td>University of California</td>
<td>21,920</td>
</tr>
<tr>
<td>University of Nebraska</td>
<td>18,636</td>
</tr>
<tr>
<td>Texas Tech</td>
<td>11,379</td>
</tr>
<tr>
<td>University of Wisconsin</td>
<td>11,129</td>
</tr>
<tr>
<td>North Dakota State</td>
<td>8,252</td>
</tr>
<tr>
<td>Pennsylvania State</td>
<td>7,588</td>
</tr>
<tr>
<td>Indiana University</td>
<td>7,487</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>7,062</td>
</tr>
<tr>
<td>Massachusetts Department of Education</td>
<td>6,646</td>
</tr>
<tr>
<td>University of Texas</td>
<td>6,593</td>
</tr>
<tr>
<td>University of Arkansas</td>
<td>6,316</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>5,808</td>
</tr>
<tr>
<td>University of Missouri</td>
<td>5,566</td>
</tr>
<tr>
<td>Utah University</td>
<td>5,114</td>
</tr>
<tr>
<td>Tennessee, University of</td>
<td>5,065</td>
</tr>
<tr>
<td>Fla. Inst. - Cont. State</td>
<td>5,035</td>
</tr>
<tr>
<td>Home Study Institute</td>
<td>4,731</td>
</tr>
<tr>
<td>Brigham Young University</td>
<td>4,572</td>
</tr>
</tbody>
</table>
## III. NON-CREDIT REGISTRATIONS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio State University</td>
<td>121,579</td>
</tr>
<tr>
<td>Purdue</td>
<td>92,149</td>
</tr>
<tr>
<td>University of Wisconsin</td>
<td>87,008</td>
</tr>
<tr>
<td>Brigham Young University</td>
<td>76,237</td>
</tr>
</tbody>
</table>

## IV. DEGREE CREDIT REGISTRATIONS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California</td>
<td>137,696</td>
</tr>
<tr>
<td>Marquette</td>
<td>108,375</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>93,128</td>
</tr>
<tr>
<td>Notre Dame</td>
<td>83,626</td>
</tr>
<tr>
<td>DePaul University</td>
<td>68,370</td>
</tr>
<tr>
<td>Fairleigh Dickinson</td>
<td>61,769</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>60,976</td>
</tr>
<tr>
<td>Pace College</td>
<td>49,306</td>
</tr>
<tr>
<td>Brooklyn College</td>
<td>47,838</td>
</tr>
<tr>
<td>Kent State University</td>
<td>45,595</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>40,307</td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>36,187</td>
</tr>
<tr>
<td>Hunter College</td>
<td>34,471</td>
</tr>
<tr>
<td>Rutgers</td>
<td>30,598</td>
</tr>
<tr>
<td>Utah University</td>
<td>29,199</td>
</tr>
<tr>
<td>University of Bridgeport</td>
<td>28,259</td>
</tr>
<tr>
<td>Drexel Institute of Technology</td>
<td>27,024</td>
</tr>
<tr>
<td>Hofstra University</td>
<td>26,714</td>
</tr>
<tr>
<td>Purdue</td>
<td>26,261</td>
</tr>
<tr>
<td>University of Tennessee</td>
<td>25,160</td>
</tr>
<tr>
<td>State Univ. of New York at Buffalo</td>
<td>25,023</td>
</tr>
<tr>
<td>City College (Gen. Stud.)</td>
<td>24,865</td>
</tr>
<tr>
<td>City College (Baruch, N.Y.)</td>
<td>23,282</td>
</tr>
<tr>
<td>The New School for Social Research</td>
<td>23,072</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>21,974</td>
</tr>
<tr>
<td>Georgia Tech</td>
<td>21,771</td>
</tr>
<tr>
<td>George Washington University</td>
<td>21,060</td>
</tr>
<tr>
<td>University of Dayton</td>
<td>20,523</td>
</tr>
<tr>
<td>Florida Instit. - Cont. St.</td>
<td>20,314</td>
</tr>
<tr>
<td>Brigham Young University</td>
<td>20,259</td>
</tr>
</tbody>
</table>

## V. TOTAL COLLEGE REGISTRATIONS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California</td>
<td>202,933</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>135,053</td>
</tr>
<tr>
<td>Purdue</td>
<td>122,149</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>119,024</td>
</tr>
<tr>
<td>Marquette</td>
<td>115,120</td>
</tr>
<tr>
<td>Brigham Young University</td>
<td>97,260</td>
</tr>
</tbody>
</table>
Adult Degree Program

A number of special degree programs for adults are presently being offered by other institutions in the United States. The Brigham Young University is presently studying these programs to see if the "adult degree concept" might be appropriate for the University. A planned curriculum for adults with consideration given for non-academic experience would allow many adults to receive a University degree. The degree would possibly be terminal in nature, similar to the present two year associate degree.
CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

A very important role has been played by the Division of Continuing Education of Brigham Young University, in offering programs, classes, seminars, publications and other educational and cultural activities to the adult population of Utah County and in many communities in the West. Some programs have also been taken to Eastern and Southern cities in the United States. Travel Study tours have penetrated South and Central America, Europe and Asia, and the Islands of the Pacific.

Much of the credit for this large and effective program must go to Dean Harold Glen Clark, who has been at the head of the Division since 1946, and has demonstrated courage, confidence, and the vision, as Dr. Nelson and President Harris, to see the possibilities of extension work.

In the Fall of 1966, the Division of Continuing Education had an enrollment of 55,984 in non-credit representing classes in thirteen colleges on campus and an enrollment of 28,318 in credit representing classes in fourteen colleges of the University. One hundred and fifteen persons were employed by the Division to oversee this vast education program.
The growth of the division was relatively slow during its first twenty-five years but in 1951 President Wilkinson proposed a budget that was more than double the budget approved in 1945 and this marked the beginning of the expansion period.

The present organizational structure of the division allows a clear-cut administrative division of responsibility. This allows administrators a good opportunity to review and evaluate each program.

The Center idea has proven valuable in extension work. Three of the four Centers offer credit programs, under graduate and graduate, and many adults have benefited by the resources of the institution in the city close to their homes.

Many adults begin their college work through one of the Center's established off-campus. To give these students the proper help they need, each Center should have a qualified professional counselor and a curriculum programmer.

The Home Study department has helped students throughout the United States and has received some national recognition because of its "remarkable efficiency".

Each office within the division is presently supervised by a coordinator. He is directly responsible to the Dean who meets regularly with the Vice President of the University.
Continuing Education is an individual as well as a group responsibility and all resources of the University must be martialled to strengthen the program academically. Administrative Heads, Deans, Department Chairmen, Directors of Divisions, as well as individual faculty, must all be aware of the valuable assistance that each can and should make to the ultimate success of adult programs.

The study has shown that forward strides have been taken at the University in Adult Education and excellent cooperation has been received by the University Administration but limitations, particularly in facilities and budget have seriously hindered the growth of programs developed by the Division. The importance of life-long learning must continually be stressed by all agencies of the University with a deep concern and evaluation to determine the greatest needs of the largest groups of people and to be on the alert to acquire qualified and capable instructors with a background to teach and train these groups. Often the securing of such professional faculty is very difficult. There are few educators and professionally qualified persons, other than full-time college faculty, who have had specialized training to handle the adult student. To help strengthen this area of concern, the University curriculum should be expanded to offer classes to train men and women who will ultimately teach and counsel adults. It is also felt that a budget
should be established within the University for research in adult education. The entire program could be strengthened and become more valuable to the University if important data through research could be funnelled to the Dean of the Division.

In evaluating all programs, adult education at the University has often made its finest contributions when the motive has been to satisfy and serve the student rather than to show a marked profit. Additional budget must be received from other agencies within the University to successfully offer academic programs off-campus particularly those credit and technical classes where large enrollments are very difficult.

The Education Week, former Leadership Week, has created an excellent image in the minds of Latter-day Saints as well as recognition by other adult educators throughout the United States. With the growth of the Education Week programs since it has been carried to other states, outside of Utah, it is not unlikely that future programs will be offered in Central America, the Pacific Islands, England, and other areas in Europe where the L.D.S. Church has concentration. Extreme caution must be taken to insure that attendance and income do not alone become the standard upon which the Education Week program is measured. Sound academic class offerings, attended by relatively few, must be
considered important and necessary to the meaningful growth of extension. Administrators must continually be made aware that extension, as any other academic arm of the University can never become self-sustaining.

Recommendations

To have a full-scale adult education program many of the services now available to the day-student should be expanded to include the adult.

A form of an adult scholarship would be very helpful. Many adults attending school in the evening are financially burdened with a home and family. Some recognition for the good part-time adult student would add greatly to the program. The two year nursing program has such scholarships through the L.D.S. hospital but the off-campus Centers particularly need help from the University for adults who cannot attend full-time.

Also, there should be an adult loan program where a student could attend school part-time and still benefit by a long-term loan. These services of the University are presently restricted to the full-time student.

A second recommendation would be a full-scale curriculum for the adult student. Recognition for non-academic performance
would be taken into consideration. The curriculum could allow credit for half of a two year associate degree if the student presents acceptable work experience. A committee could be set-up for the adult students similar to a committee established for graduate study. Each adult's curriculum and program could be different.

A third recommendation would be in the area of finance. Adult Education cannot survive unless the programs are academically sound and equal in every way with their counterparts on campus. Additional budget from other agencies within the University should be allotted Adult Education programs so faculty can be paid an acceptable stipend and small classes and programs can be continued not disappointing the students.

A fourth recommendation would be the erecting of a conference center on campus where the Department of Special Courses and Conferences could co-sponsor with Colleges of the University programs and seminars.

A fifth recommendation would be a full scale program of credit classes in the California Center.

A sixth recommendation would be the establishment of a degree program for adults.¹

¹The recommendations as noted by the writer have been made after a study of the Division of Continuing Education and from the experience of five years work in the B.Y.U. Salt Lake Center.
APPENDICES
APPENDIX A
DEFINITION OF FULL-TIME EQUIVALENT
STUDENT AND ENROLLMENT

1. The number of full-time equivalent students for credit classes determined by the following formula:

   $\text{F.T.E.S.} = \frac{\text{Total student hours}}{30}$

2. The number of full-time equivalent students for noncredit classes is determined by the following formula:

   $\text{F.T.E.S.} = \frac{\text{Total student class hours of instruction}}{375}$

3. An enrollment in this report refers to one course registration by one person. The same individual may enroll for several courses during the year.
APPENDIX B
DEPARTMENT OF EDUCATION
CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

TO: ALL STAKE PRESIDENTS AND BISHOPS IN THE OGDEN AREA:

For some time we have contemplated the establishment of a BYU-Ogden Adult Education Center for the purpose of bringing to our people there such services as audio-visual and other teaching aids, special lectures related to the fundamentals of the Gospel and other leadership training courses. These will be given by teachers skilled in these subject areas. In line therewith, the Board of Education on April 18, 1957, authorized the Brigham Young University to utilize the former Institute Building as an Adult Education Center. Brother Mark A. Benson of the BYU faculty has now been appointed Chairman of the new center and will officially open the same on August 10, 1957. This center will make more readily available to our people in and near Ogden some of the advantages which members of the Church who live close enough to the BYU campus now enjoy.

The services contemplated will be primarily geared to members of the Church, but no one is barred who wishes to take advantage of this adult education program for self improvement. Features of this program may include credit courses, for example, to public school teachers when and if such courses are requested. It should be made clear, however, that we do not contemplate a program which duplicates or substantially competes with Weber Junior College. All courses offered will be formulated in close cooperation with President Miller of Weber and his staff. As Church leaders in the Ogden area you can render a distinct service by explaining clearly the purpose and spirit of the BYU-Ogden Adult Education Center, and by allaying any fears that BYU has come to Ogden to take the place of any other institution of learning.

Will you be kind enough to announce this official opening to your officers, teachers and all members of your wards and stakes. We would also appreciate your extending the hand of fellowship to Brother Mark A. Benson and affording Brother Benson an opportunity to explain the details of the program as it unfolds. He took his graduate work at Stanford University and is well prepared by reason of both his experience and academic training.
You will find him a gracious and dynamic young educator. Of necessity, modest fees covering the overhead costs of the program will be charged. These fees, in many cases, will be less than an individual would pay for a good motion picture show.

President Harvey L. Taylor and Dean Harold Glen Clark of BYU have already met with the stake presidents in the Ogden region and found them receptive to the establishment of the Ogden Center. President Albert L. Bott and President Scott B. Price have been selected by the Ogden stake presidents to advise with Brother Benson as he builds the Ogden program. President Miller of Weber Junior College also met with President Taylor and Dean Clark and was most understanding and appreciative of our purpose in establishing this center. We seek the understanding and support of other community leaders, the newspapers and all agencies who may influence public opinion in Ogden and help us build solidly and well. The whole spirit of this educational program is one of helpfulness to the wards and stakes and to all of our friends interested in self-improvement through University courses. This new service center is a forerunner of the type of Adult Education Center which it is contemplated the Church Unified School System will organize in various places where there is a substantial church membership. Working through you brethren who represent the priesthood channels in Ogden, this adult education center will supplement and strengthen the Church programs for which you are responsible and at the same time become an influence for good in the whole community.

Sincerely your brethren,

/s/ Joseph Fielding Smith

JOSEPH FIELDING SMITH
Chairman of the Executive Committee of the Board of Education of the Church

/s/ Ernest L. Wilkinson

ERNEST L. WILKINSON
Administrator of the Board of Education
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological and Agricultural Sciences</td>
<td>463</td>
<td>588</td>
<td>904</td>
<td>877</td>
<td>1238</td>
</tr>
<tr>
<td>Business</td>
<td>760</td>
<td>1019</td>
<td>1205</td>
<td>1465</td>
<td>1493</td>
</tr>
<tr>
<td>Education</td>
<td>2119</td>
<td>2239</td>
<td>3001</td>
<td>4806</td>
<td>4304</td>
</tr>
<tr>
<td>Family Living</td>
<td>413</td>
<td>428</td>
<td>693</td>
<td>738</td>
<td>791</td>
</tr>
<tr>
<td>Fine Arts and Communications</td>
<td>1155</td>
<td>1062</td>
<td>1192</td>
<td>1631</td>
<td>2133</td>
</tr>
<tr>
<td>General College</td>
<td>693</td>
<td>1356</td>
<td>2949</td>
<td>1045</td>
<td>1225</td>
</tr>
<tr>
<td>(includes Industrial for 1961-65)</td>
<td></td>
<td></td>
<td></td>
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<td>Salt Lake</td>
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<td><strong>Total</strong></td>
<td>3,308</td>
<td>2,948</td>
<td>3,125</td>
<td>7,322</td>
<td>6,170</td>
<td>4,404</td>
<td>5,455</td>
<td>6,292</td>
<td>6,864</td>
<td>4,873</td>
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<td>731</td>
<td>875</td>
<td>665</td>
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<td>Washington, D. C.</td>
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<td><strong>Summary of Attendance Items</strong></td>
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<td>Total Paid</td>
<td>3,488</td>
<td>4,339</td>
<td>7,702</td>
<td>15,990</td>
<td>14,858</td>
<td>13,476</td>
<td>26,027</td>
<td>32,803</td>
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<td>35,054</td>
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<td>Guests, Staff,</td>
<td>311</td>
<td>1,096</td>
<td>859</td>
<td>3,154</td>
<td>3,187</td>
<td>2,892</td>
<td>2,347</td>
<td>1,576</td>
<td>2,128</td>
<td>574</td>
<td>601</td>
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<td>Faculty and</td>
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<td>Special Events</td>
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<td>GRAND TOTAL</td>
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<td>5,435</td>
<td>8,561</td>
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<td>17,945</td>
<td>16,368</td>
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<td>34,379</td>
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<td>168</td>
<td>225</td>
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<td>708</td>
<td>674</td>
<td>1,301</td>
<td>1,640</td>
<td>1,855</td>
<td>1,753</td>
<td>1,886</td>
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APPENDIX F

ORGANIZATION OF
ADULT EDUCATION AND EXTENSION SERVICES

Board of Trustees
Brigham Young University

President
Brigham Young University
ERNEST L. WILKINSON

Administrative Council Representative
B.Y.U. Vice-President
HARVEY L. TAYLOR

Dean HAROLD GLEN CLARK

Assistant
PHILEON B. ROBINSON, JR.

Chairman
Dept. of Audio-Visual Communication
LEROY B. LINDEMAN

Chairman
Dept. of Community Education
V. DALLAS MERRELL

Chairman
Dept. of Extension Publications
LAWRENCE D. LAWLOR

Chairman
Dept. of Home Study
LULA CLEGG

Chairman
Dept. of Travel Study
ROBERT C. TAYLOR

Aademic Coordinator
RICHARD H. HENSTROM

Chairman
B.Y.U.-Los Angeles Adult Education Center
R. WAYNE SHUTE

Chairman
B.Y.U.-Ogden Adult Education Center
GEORGE S. HASLAM

Chairman
B.Y.U.-Provo Campus Adult Education Center
ROBERT H. TEICHERT

Chairman
B.Y.U.-Ricks Adult Education Center
KENNETH J. THATCHER

Chairman
B.Y.U.-Salt Lake Adult Education Center
LYNN M. HILTON
APPENDIX H

James H. Short
1381 Wilson Avenue
Salt Lake City, Utah

April 17, 1967

Dear Dr. Clark,

This letter is prompted by my desire to thank B.Y.U.'s Division of Continuing Education for the excellent services they have rendered to me.

I received a M.Ed. from the "Y" last August, 1966. Twenty semester hours of the graduate program were earned through the Salt Lake Center.

Upon graduation, I received one of ninety Administrative Internships awarded by the National Association of Secondary School Principals. This program is specifically designed to place potential administrators in innovative secondary schools across the nation and to expose them to the role of the curriculum-centered administrator. This program is under the direction of Dr. J. Lloyd Trump.

I feel a genuine regard for the quality of the B.Y.U. graduate program and for the practical approach of being able to complete the major portions of the program through the Salt Lake Center.

Sincerely,

/s/ James H. Short

JAMES H. SHORT
NASSP Administrative Intern

JHS/ls
APPENDIX I

BRIGHAM YOUNG UNIVERSITY - Ernest L. Wilkinson
Provo, Utah
President

Office of the President

May 8, 1967

John H. Vandenberg
Presiding Bishop
47 East South Temple
Salt Lake City, Utah

Dear Bishop Vandenberg:

We are aware of your past interest in our Associate Degree Nursing program sponsored by the BYU-Salt Lake Center and the College of Industrial and Technical Education. We are, therefore, enclosing a copy of the new brochure outlining this degree. Copies have been mailed to each bishop and stake president in the Salt Lake area as well as the Relief Society president of each ward.

Since the inception of this program in the Salt Lake area in 1962, there have been 121 students who graduated with the RN degree with an additional 80 or more students training now. In addition to help provided to some of the students by the Pink Lady Scholarship Fund at the LDS Hospital, the Utah State Rehabilitation Department and the Salt Lake County Department of Welfare have financially supported many young women who otherwise would have been unable to complete such a program.

Many families who had been completely dependent upon welfare for their support previously are now able to support themselves and their families.

We have many divorcees, widows or women whose husbands have deserted them enter the program and continue a productive career while making a real contribution to humanity. As an example, we have a young woman with eight children, the oldest who is eleven years of age, currently enrolled in the program. She is attending school three days a week, working and raising a fine family for whom she is their sole support. Up until six months ago, this family was completely dependent upon welfare. We have a young student whose husband was killed in an automobile accident and who was seriously burned herself and for a long time unable to use her limbs. She is making tremendous progress in the program and has been cleared by her physician to physically perform any duties required of an RN.

Since we were aware of your interest in seeing this program established, we thought you would appreciate a brief report at this time.

Sincerely,

/s/ Ernest L. Wilkinson
APPENDIX J

FULL-TIME EQUIVALENT STUDENTS ENROLLED
IN CONTINUING EDUCATION NON CREDIT COURSES
1950-1951 to 1965-1966
APPENDIX K
CONTINUING EDUCATION ENROLLMENT IN NONCREDIT COURSES
1950-1951 to 1965-1966
Education Week Registration Not Included

55,984
49,915
32,952
31,380
49,915

3,860
3,881
3,430
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23,050
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APPENDIX L
CONTINUING EDUCATION ENROLLMENT IN CREDIT COURSES
1950-1951 to 1965-1966
APPENDIX M
FULL-TIME EQUIVALENT STUDENTS
ENROLLED IN CONTINUING EDUCATION CREDIT COURSES
1950-51 to 1965-66
TO ALL STAKE PRESIDENTS,
BISHOPS AND AUXILIARY BOARDS
IN THE SALT LAKE AREA:

For some time we have contemplated the establishment of a BYU-Salt Lake City Adult Education Center for the purpose of bringing to our adult people there such services as audio-visual teaching aids, special lectures related to the fundamentals of the Gospel, other leadership training courses as well as many other courses from the BYU curriculum. These will be offered by teachers skilled in their subject areas. The Church Board of Education has authorized the Brigham Young University to utilize the former McCune School of Music and Art as an Adult Education Center for this new activity. Dr. Lynn M. Hilton of the BYU faculty has now been appointed Chairman of the new center which will officially open January 2, 1959 (Winter Quarter). This center will make more readily available to our people in and near Salt Lake City some of the advantages which members of the Church who live close enough to the BYU campus now enjoy. There will be an open house at the center towards the end of January 1959 to which we will send you a special invitation.

The services contemplated will be primarily geared to members of the Church, but no one will be excluded who wishes to take advantage of this adult education program of self improvement. Features of this program will include BYU credit courses, for example, to public school teachers when such courses are requested. Also note the six credit courses in Genealogy listed on the enclosed schedule. It should be made clear that we do not contemplate a program which duplicates or substantially competes with the University of Utah. BYU's unique point of view on most of the subject areas of learning will make its offerings different and non-competitive. As Church leaders in the Salt Lake City area you can render a distinct service by explaining clearly the purpose and spirit of the BYU-Salt Lake City Adult Education Center, and by allaying any fears that BYU has come to Salt Lake City to take the place of any other institution of learning.

Will you be kind enough to announce this official opening of the center to your officers, teachers and all members of your wards and stakes. Enclosed is a copy of the Winter Quarter class schedule for the center. We would also appreciate your extending the hand of fellowship to Brother Lynn M. Hilton and affording him an opportunity to explain the details of the program as it unfolds. He received a bachelor's degree and master's degree from the University of Utah in 1950 and a doctor's degree from the University of Chicago in 1952. Since 1953 he has been Assistant to the Dean of Adult Education on the Provo campus, and is well prepared by reason of both his experience and academic training. You will find him a gracious and dynamic young educator. Of necessity, modest fees covering the overhead costs of the program will be charged. These fees, in many cases, will be less than an individual would pay for a good motion picture show.
We seek the understanding and support of other community leaders, the newspapers and all agencies who may influence public opinion in Salt Lake City and help us build solidly and well. The whole spirit of this educational program is one of helpfulness to the wards and stakes and to all of our friends interested in self-improvement through University courses. This new service is the third such Adult Education Center to be established. It is contemplated by the Church Unified School System that such Centers will be organize in other places where there is a substantial church membership. Working through you brethren who represent the priesthood channels in the Salt Lake area, this adult education center will supplement and strengthen the Church programs for which you are responsible and at the same time become an influence for good in the whole community.

Sincerely yours,

Ernest L. Wilkinson
Administrator

P.S. The class schedule is not ready today. We will mail you a copy under separate cover in a few days.
TO: STAKE PRESIDENTS AND BISHOPS IN THE SOUTHERN CALIFORNIA AREA:

Dear Brethren:

We are pleased to announce that the Board of Trustees has authorized the Brigham Young University to establish an Adult Education Center in Los Angeles for the Southern California area. Brother David Chalk, experienced worker from Brigham Young University, has been named the Chairman of this Center. He, and his wife and family, will move to Los Angeles in July and establish an office. We would appreciate anything you can do in helping him to find space in which to hold classes. It would be helpful if you could find if convenient to invite him into the organizations to explain the adult education program.

Since many of the stakes and wards are separated by substantial distances, convenient sub-centers will be organized in order to make regular courses and lectures readily available to our people and their friends. The Center will be known as the B.Y.U. -Los Angeles Adult Education Center. The purpose of this Institution is to provide both religious and secular instruction by the Church University on a credit and/or non-credit basis. This instruction is not a duplication of existing programs and the Center will be expected to work closely with the Institute and Seminary system and the Priesthood and auxiliary organizations, enriching, supplementing and strengthening the regular programs of the Church.

Some aid will be provided from Church funds to this Center, but the fees paid by those who enroll will largely provide the finances for the program. The Center, therefore, will need your complete support if it is to grow to the full strength of its possibilities.

Sincerely your brother,

/s/ Joseph Fielding Smith

Joseph Fielding Smith
Chairman Executive Committee
APPENDIX P
PROPOSAL BY THE BOARD OF TRUSTEES
TO ESTABLISH AN ADULT EDUCATION
AND EXTENSION CENTER IN OGDEN

1. That the Brigham Young University establish an Adult Education and Extension Center in Ogden in the immediate future.

2. That such a Center be located in the old Weber College Institute Building until such time as the old Weber College buildings revert to the Church.

3. That should additional space for the Center be required before the old Weber College buildings revert to the Church, such space be rented in the old Weber College buildings on the same terms as might be arranged with any other group.

4. That the Center shall be known as the "Brigham Young University Adult Education and Extension Center."

5. That the buildings, program and staff shall be under the direction of the Dean of Adult Education and Extension Services of Brigham Young University.

6. That non-reimbursable funds (in the amount of approximately $5,600.00) be made available immediately for repairs, cleaning services and staff.

7. That, until the Center is well established and accepted, it should limit its services to offerings in religion and related fields.

8. That, through close cooperation with stake presidents, leadership training courses be organized to serve all groups designated by stake presidents.

9. That an audio visual aids center be organized to serve the wards and stakes of the area, making all kinds of teaching aids available to the various organizations of the Church (equipment to be made available on a rental basis.)

10. That the Center at no time offer nay service which would duplicate junior college work now being offered at Weber College.

11. That as soon as possible a full-time director be appointed for the Center.
12. That teachers and leaders for the Center be recruited mostly from Ogden, Salt Lake, Logan and Provo, or surrounding areas.

13. That those who organize and direct the program at the Center cooperate at all times very closely with Stake Presidents in the area.

Approved upon condition that all of the courses be conducted in accordance with the procedures of the Church, its auxiliaries and the Church School System.
Books


The Doctrine and Covenants. Salt Lake City: The Church of Jesus Christ of Latter-day Saints, 1928.


Books: Parts of Series


Articles

Clark, Harold Glen. "Planning and Writing Home Study Courses." Provo, Utah. Home Study Department, Extension Division, Brigham Young University, 1948-49.

Tolley, William P. "Looking Ahead in Adult Education." New York: University College of Syracuse University, October 12, 1959.
Periodicals

Adult Leadership, Volume II, Number 10, April 1963.


Unpublished Materials: Records, Minutes and Reports

Annual Reports, Extension Division, Brigham Young University. Provo, Utah.

Minutes of the Meetings of the Administrative Council of Brigham Young University. Provo, Utah. (On file in the Office of the President, Brigham Young University.)

Minutes of the Meetings of the Executive Committee of Brigham Young University. Provo, Utah. (On file in the Office of the President, Brigham Young University.)

Minutes of the Meetings of the Board of Trustees of Brigham Young University. Provo, Utah. (On file in the Office of the President, Brigham Young University.)

Brigham Young University Evening Class History. August 31, 1965.

Brigham Young University Travel Study History. November 1966.

Leadership Week Correspondence and General File. 1922-1961.


Unpublished Materials: Letters and Tape Recordings

Letter from Dr. Lowry Nelson to Seth T. Shaw, January 10, 1939.

Unpublished Materials: Bulletins


Unpublished Materials: Theses


Newspapers

Deseret News. (Salt Lake City). February 22, 1851.

Deseret News (Salt Lake City). February 16, 1963.

Provo Herald (Provo, Utah). February 5, 1928.

Provo Post (Provo, Utah). December 25, 1922.
ABSTRACT

The history of the development of Adult Education and Extension Services at the Brigham Young University began on April 26, 1921, when Franklin S. Harris proposed to the Board of Trustees that a Department of Social Leadership, Education and Religion and an Extension Division be established. Approval was given and President Harris was directed to present a special appropriation of $4,000 to begin extension work. The purpose of the Extension Division as outlined by President Harris was to carry to the people of the L.D.S. Church the philosophy of the University and to offer both formal and informal instruction. Lowry Nelson, editor of the Utah Farmer in the early 1920's was contacted by President Harris to serve as the University's first director. President Harris described the early organization of extension with a division into four bureaus: The Bureau of Social Service, The Bureau of Publications, The Bureau of Correspondence and The Bureau of Lectures and Entertainments.

In 1924, Director Nelson had opened extension into all but two of the counties of Utah, had organized the first successful Leadership Week and established an Audio-Visual Department with a few charts and films for distribution to neighboring school districts, wards, stakes, and businesses.
The growth of the University Extension Division was slow during its first twenty-five years as the estimated income in 1946 including all of the programs was only $16,000. However, in the year 1951, President Ernest L. Wilkinson received approval for a proposed budget of $35,000. From 1951 the Extension Division developed rapidly along with the enormous growth of the University.

From 1921 until 1964, the extension work of the University was known as "Adult Education and Extension Services" but in 1964 all offices and departments were changed to "the Division of Continuing Education" with the following organization: Office of the Dean, Department of Extension Publications; Office of Community Education, Department of Education Week Programs, Department of Off-Campus Lectures, Department of Travel Study; Office of Campus Programs, Department of Evening Classes, Department of Home Study, Department of Special Courses and Conferences; Office of Centers for Continuing Education, B.Y.U. California Center for Continuing Education, B.Y.U. Ogden Center for Continuing Education, B.Y.U. Ricks Center for Continuing Education, and B.Y.U. Salt Lake Center for Continuing Education.

As the staff of the Division grew the University was in a better position to transfer the various subjectmatter departments of the institution to the many special needs of adults and supplement and enrich regular college classes and programs.
The establishment of the first B.Y.U. Center off campus was envisioned by Dean Harold Glen Clark, present Dean of the Division, sometime before the authorization was received to organize the first facility away from the Provo campus. Dean Clark, Dr. Lynn M. Hilton, and Dr. Richard H. Henstrom worked closely with the administrators of the University urging the Center idea.

A new concept for the University in adult education began when the B.Y.U. Ricks Center was opened in the Summer of 1956 followed by the opening of the Ogden Center in the Spring of 1957, the B.Y.U. Salt Lake Center in the Winter of 1958 and the B.Y.U. California Center in the Summer of 1959. Including Education Week, non-credit programs and credit classes, the four Centers register approximately 60,000 students per year. This represents about 60% of the total enrollments of all the departments and offices within the division.

Accepted by:

[Signatures]

Chairman, Advisory Committee

[Signature]

Member, Advisory Committee