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UNIVERSITY EXTENSION

The circumstances under which university extension was introduced in this coun-
try and the early history of the movement are so familiar that time should be devoted
to little more than a brief survey of the main facts.

The great popular educational factors in the United States previous to 1890 were
the American National Lyceum founded in 1831 and Chautauqua, with its summer
schools and Literary and Scientific Circle, started in 1874. Both of these societies,
though quite independent of direct university affiliation, embraced many features
that belong to university extension.

University influences were widely dif-
fused through the Lyceum lecture courses,
which included among their contributors
such men as Daniel Webster, Emerson,
Horace Mann, Wendell Phillips, and
others of wide renown.

The true principle of educational extension underlay the establishment of the
Lowell Institute of Boston and the Pea-
body Institute of Baltimore, both repre-
sentatives of the early Lyceum. The
debating-club, earnestly fostered by uni-
versity extension to-day, began with the
Lyceum, and the traveling library, so es-
sential an adjunct to extension teaching,
was first proposed in this country in 1831
when a portion of money was set aside by
the Lyceum for what was termed "itiner-
ating libraries."

Mr. Herbert B. Adams, in the Report of
the United States Bureau of Education

1 From a paper presented on behalf of the Uni-
versity of Wisconsin by Professor Louis E. Reber
at the eleventh annual conference of the Associa-
tion of American Universities.