

Democratizing Access to Higher Education

The Extension Era at McMaster University



Dr. Scott McLean

CONTINUING
EDUCATION





**McMASTER UNIVERSITY SUMMER
1947**



R SCHOOL

Democratizing Access
to Higher Education:
The Extension Era at
McMaster University

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Accident Prevention Class, 1949

Acknowledgements

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A Message from the Provost

Dr. Susan Tighe, Provost and Vice President (Academic), McMaster University

Ever since its establishment in 1887, McMaster University has been dedicated to serving the social, cultural, and economic needs of our community and society. For more than 90 years, McMaster Continuing Education's programs have played a crucial role in transforming the lives of adult learners, providing access to lifelong learning, and supporting professional advancement.

This booklet, authored by Dr. Scott McLean, delves into the early days of continuing education at McMaster University, referred to as the extension era. The author highlights the era's notable achievements, characterized by significant growth and innovation. The booklet takes readers on a journey that chronicles McMaster's extension beginnings in 1930, offering evening and summer B.A. courses for schoolteachers and non-credit courses, through decades of enormous growth in course offerings and engagement in local communities, to 1968, when the unit renamed itself as the Department of Continuing Education.

The account provides valuable insights into McMaster's role as an education innovator during this period, and how this historical foundation paved the way for the successful unit it is today. As a result, McMaster Continuing Education has become one of Canada's leading providers of certificate and diploma programs, professional development education,

customer, and corporate training, and, ultimately, delivering education excellence.

I invite you to enjoy this captivating read about the dedicated individuals who contributed to the establishment and growth of McMaster's extension era and their remarkable ability to engage and transform a community through lifelong learning.

Dr. Susan Tighe,
Provost and Vice President (Academic),
McMaster University



Foreword

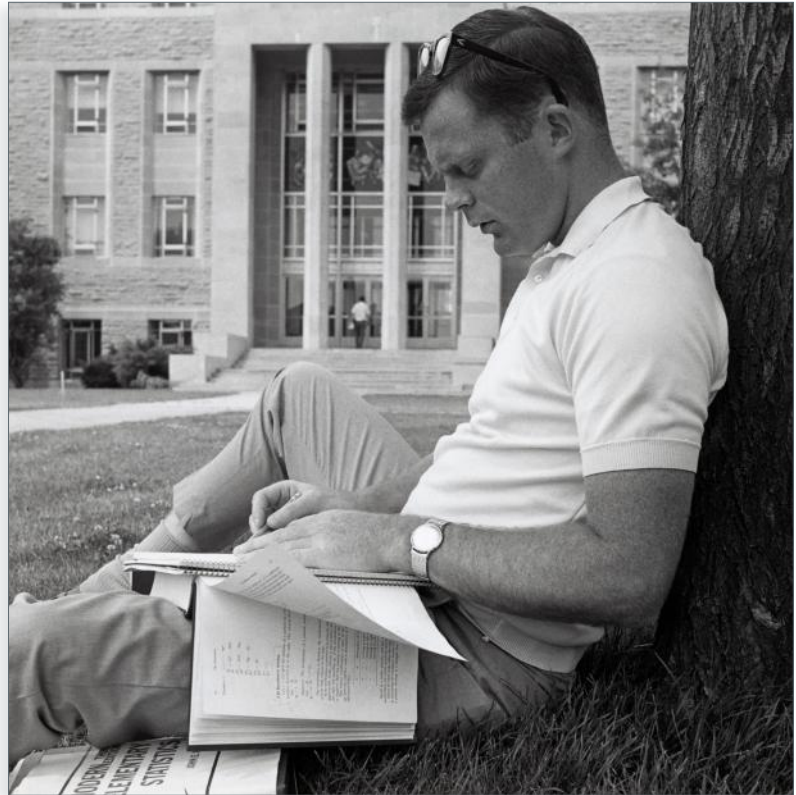
Dr. Lorraine Carter, Director, McMaster University Continuing Education

As the Director of McMaster Continuing Education, it is my distinct pleasure to invite you to step back in time and reflect on the earliest roots of continuing education at McMaster—namely, what is called extension. Prepared by Dr. Scott McLean from the University of Calgary with the support of staff members from McMaster Continuing Education and the Office of the Secretariat, this narrative highlights the impacts of extension on transforming the identity of McMaster University in its early days. It also identifies two core principles which McMaster Continuing Education still upholds today: educational access for adults and innovation in the practice of education.

The term extension refers to the historical efforts of universities to offer educational experiences to those unable to enroll as regular or day students. In Canada, extension first emerged as public talks at Dalhousie, Acadia, and McGill in the 1840's and 1850's. Not long after, evening classes and correspondence courses followed at Laval and Queen's. In the 1890's, the University of Toronto began to offer public lectures.

McMaster's foray into extension began shortly after the university's relocation from Toronto to Hamilton in 1930 and is, therefore, influenced by its relationship with the University of Toronto. In 1942, a Department of University Extension was established. Importantly, extension students were critical to the evolution of McMaster from a small denominational college to its stature as a world-class university.

Alas, I will stop here and re-invite you to read the narrative in full. Before you do though, I encourage you to be mindful of the principles mentioned above:



commitment to educational access for adult learners and innovative educational practices. Keep in mind too how extension followed by continuing education has played a vital role at McMaster University, in the Hamilton community, across our country, and around the world. And today, given advancements in technology, the realities of educational access and community can transcend borders all the while enabling better careers and futures for adults.

To McMaster's leaders and practitioners of extension in those early days and today's instructors, staff, and adult learners, I extend my sincere thanks. You have believed in the connection between education and better lives and demonstrated tenacity to realize this connection.

Enjoy the story.

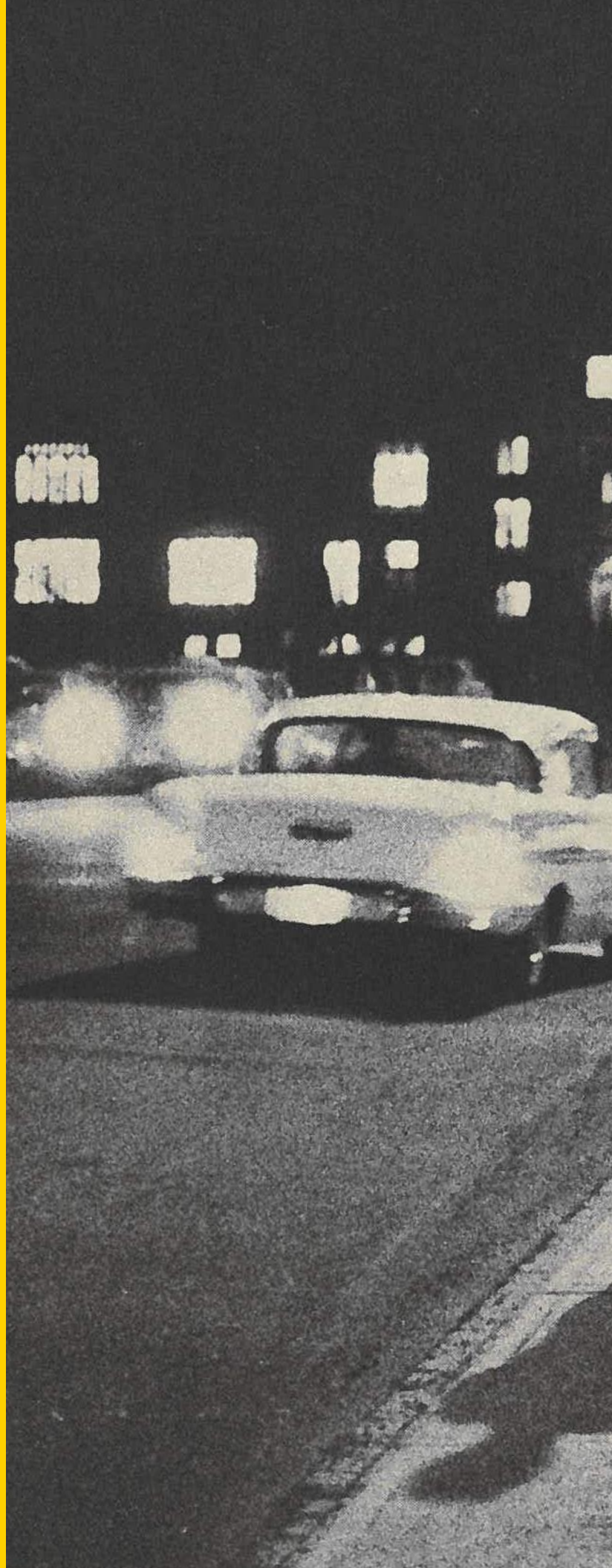
Lorraine Carter, PhD
Director, McMaster University Continuing Education

Introduction

The term “extension” refers to processes through which universities disseminate information or deliver educational services to people who are not enrolled as regular university students. University extension in Canada began with public lectures offered at Dalhousie, Acadia, and McGill in the 1840s and 1850s, and with evening courses delivered by Laval University beginning in the 1870s. In English-speaking Canada, the earliest, sustained university extension initiatives were correspondence courses inaugurated by Queen’s University in the 1880s and public lectures established by the University of Toronto in the 1890s.

McMaster University established a Senate Committee on Extension Work shortly after moving from Toronto to Hamilton in 1930. The scope of its extension activities expanded significantly during the 1930s, and in 1942 McMaster established a Department of University Extension. For the subsequent twenty-five years, extension students were a major part of the transformation of McMaster from a small, denominational, liberal arts college to a major university providing graduate and professional education – a university with a strong international reputation for medical education and research intensiveness.

This booklet narrates the history of extension work at McMaster, focussing on the years between 1930 and 1968 (when the Department of Continuing Education replaced the Department of University Extension). Part I provides a chronological overview of extension programs, organized into periods punctuated by the establishment of the Senate Committee on Extension Work and the Department of University Extension. Part II explores four themes that were important at McMaster throughout the extension era: leadership, values, financial impact, and marketing.





Part One

A Chronology of Extension at McMaster



McMaster Hall, Bloor Street West, Toronto

Activities prior to 1930

McMaster University was established by the Ontario Legislative Assembly in April 1887, through a bill that merged Toronto Baptist College and Woodstock College. William McMaster – a prominent Canadian businessperson, banker, and Senator – died in September of that year, leaving an endowment of \$900,000 for the new university, which established a Senate and Board of Governors in November 1887 and opened its doors to students in 1890. Until 1930,

McMaster was a small, Baptist institution located in Toronto, enrolling students in Arts and Theology. Overall enrollments at McMaster rose from 140 in 1916-17 to 408 in 1930-31. During these decades, Queen's University in Kingston enrolled about eight times more students, and the University of Toronto enrolled about twenty times more students, than did McMaster.

Given McMaster's small size and denominational affiliation, it is not surprising that its extension work was modest before 1930. In its years in Toronto, McMaster engaged in two forms of extension. First, students in Arts and Theology were allowed to enroll in extramural courses – a form of distance education in which students prepared for final examinations through completing exercises as assigned by instructors. Communication between student and instructor took place through the postal system. Second, a one-week summer school for Baptist Ministers was held at least five times.

Extramural courses were announced for the first time in the 1907-08 McMaster *Calendar*. Regarding courses in Theology, the *Calendar* (p. 21) stated, "by special permission of the Senate in each case, men of three years' continuous experience in the pastorate may do two terms of the B.Th. work extramurally." Regarding courses in Arts, the *Calendar* stated that McMaster "offers extra-mural courses in the subjects of the First and Second Years" and that "extra-mural courses are, as far as possible, identical with the courses offered students in attendance." Course credits were granted based on performance on the final exam, and eligibility to write the final exam was based on the successful completion of work via correspondence:

Only those students are eligible for examination whose work is certified to be satisfactory by the instructor in charge. A term mark is given for the quality of work done in essays and other exercises, in such subjects as the instructor may deem advisable. (*Calendar*, 1907-08, p. 21)

As of 1912-13, McMaster specified that students in Arts would be allowed to register extramurally only under special circumstances:

In special cases the work of the First and Second Years, either in whole or in part, may be pursued extra-murally. Persons wishing to secure the privilege of taking the work in this way must apply to the Registrar and furnish such information as to their previous training and present circumstances as will assure the Chancellor of their ability to do it satisfactorily. (*Calendar*, 1912-13, p. 98)

Extramural arrangements were primarily oriented towards enabling men and women employed as schoolteachers to complete a B.A. degree. The timing of this innovation at McMaster reflected competition from the University of Toronto and Queen's University, both of whom had developed strategies to enroll larger numbers of

schoolteachers. At Queen's University, extramural students had been formally accepted since 1889, and in the early 1900s such students were able to receive tutorial support via correspondence and write examinations at centres located across Canada. At the University of Toronto, evening classes and a summer school were launched in 1905, in what became known as the "Teachers' Course" – a part-time degree-completion pathway. Queen's University established a summer school in 1910, thereby also providing teachers a degree-completion pathway that did not require them to stop working for a year to satisfy the university's residency requirements. In contrast to Queen's, the number of extramural students at McMaster was modest – so modest that the university did not report the number of extramural students served until the latter 1940s.

McMaster University Campus in Hamilton, 1930





Apart from providing extramural courses, the other extension activity in which McMaster engaged prior to 1930 was to host a week-long summer school for Baptist ministers. A summer school was held at least five times. The 1925 summer school was the largest, with 115 ministers attending – 80% of whom resided outside Toronto. Ten speakers,

including Chancellor Howard Whidden, delivered lectures “dealing with certain important phases of religious education and missionary work.” The report of the 1925 summer school concluded:

A splendid week of fellowship was enjoyed by all, while those in attendance speak highly of the lectures given and all the arrangements made for their convenience. The men who made it financially possible to arrange this Summer Session have the warm appreciation of the large numbers of our pastors who were present. It is hoped that such a programme can be carried through at least every third year. (*Annual Report for 1925-26*, p. 15)

In 1932, McMaster established a five-week Summer School oriented towards schoolteachers pursuing a B.A. degree on a part-time basis. The one-week summer school for Baptist ministers was repeated at least once following this – in May 1934.

Initiatives adopted from the University of Toronto in 1930

When McMaster moved from Toronto to Hamilton in 1930, the University of Toronto voluntarily disengaged from the extension work it had been undertaking in the Niagara Peninsula. Two activities transferred from the University of Toronto constituted the beginning of more intensive engagement by McMaster in extension work: evening and summer B.A. courses for schoolteachers; and non-credit evening courses offered in collaboration with the Workers’ Educational Association.

Part-time degree-completion pathway for schoolteachers

The offering of evening and summer courses for B.A. credit was the most significant extension activity at McMaster in the 1930s. For a decade beginning in 1933-34, the *Calendar* described “The Evening Course” in the following terms:



A General Course leading to the degree Bachelor of Arts is offered for teachers and others whose occupation prevents them attending lectures during the regular hours. During the regular academic session lectures are given in the evenings and on Saturday morning, but only in subjects for which there is a sufficient registration. When circumstances warrant, a Summer Session may be held. (p. 38)

The curriculum of the Evening Course reflected the regular B.A. program at McMaster, involving three required courses in each of English, history, and French; one required course in each of psychology, political economy, biblical literature, and science (to be chosen from biology,

physics, chemistry, and mathematics); and six elective courses from a wide range of arts and science subjects. Note that, in this era, each full course involved two semesters of instruction.

By 1936, McMaster offered evening classes both on campus and at locations that varied each year but included places such as St. Catharines, Stamford, Hagersville, Niagara Falls, and Guelph. The Evening Course was renamed the Extension Course in 1944, but the curriculum remained essentially the same and most students were still schoolteachers. For this reason, the following pages refer to part-time students at McMaster as enrolled in the "Teachers' Course" – the name that was informally used to refer to the Evening Course and the Extension Course.



ENGLISH CLASS, 1940

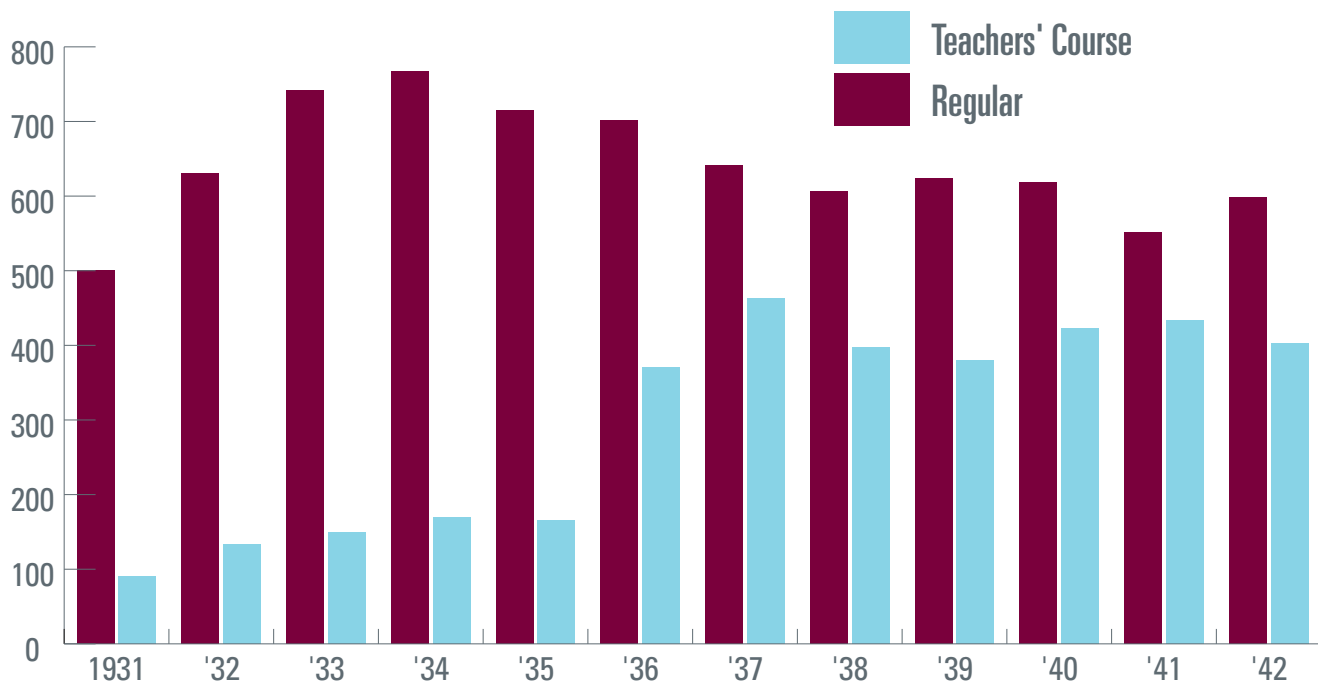


Figure 1. Degree-credit enrollees at McMaster, 1930-31 through 1941-42

(Source: Annual Reports of the Senate and Board of Governors of McMaster University)



As Figure 1 documents, enrollments in the Teachers' Course quickly became a significant component of overall enrollment at McMaster. The numbers in Figure 1 represent the number of individuals enrolled as "regular" students (i.e., daytime students in the Faculty of Arts or the Faculty of Theology) and the number of individuals enrolled in evening and/or summer courses. The numbers reported for the Teachers' Course count each individual student only once per year – even if that student enrolled in both evening and summer courses. These are "headcount" enrollments rather than "course enrollments." One should note that regular students were typically full-time students while students in the



Teachers' Course were typically part-time students. Note that extramural enrollments were counted as regular students during these years (since they were enrolled in daytime courses), and there were very few of them. Figure 2 further documents enrollments in the Teachers' Course by indicating how many students participated in evening courses exclusively, summer courses exclusively, and both evening and summer courses.

The importance of the Teachers' Course to overall enrollments at McMaster was reflected in

evolving promotional activities and administrative arrangements. In 1936, McMaster began publishing an annual *Bulletin* to promote the Summer School. In 1942, McMaster established a Department of University Extension. In 1945, the Department of University Extension became the first new unit – after the Faculty of Arts and the Faculty of Theology – to publish its own academic *Calendar*. Through the Teachers' Course, McMaster increased access to higher education in the Niagara Peninsula and expanded its student body.

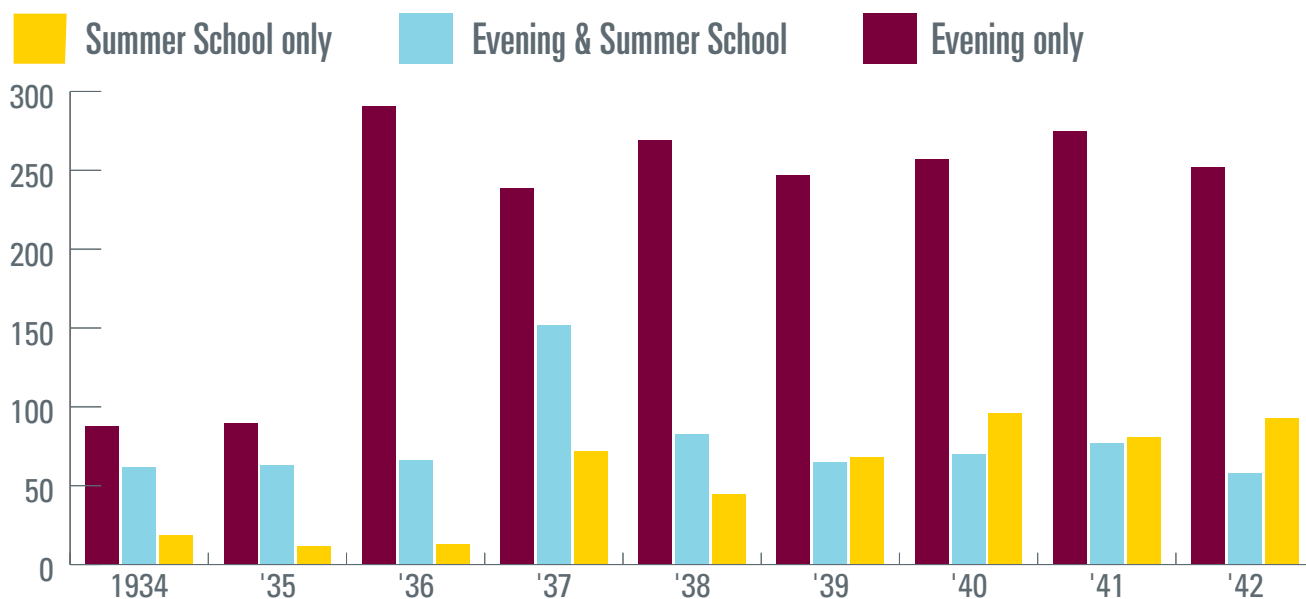
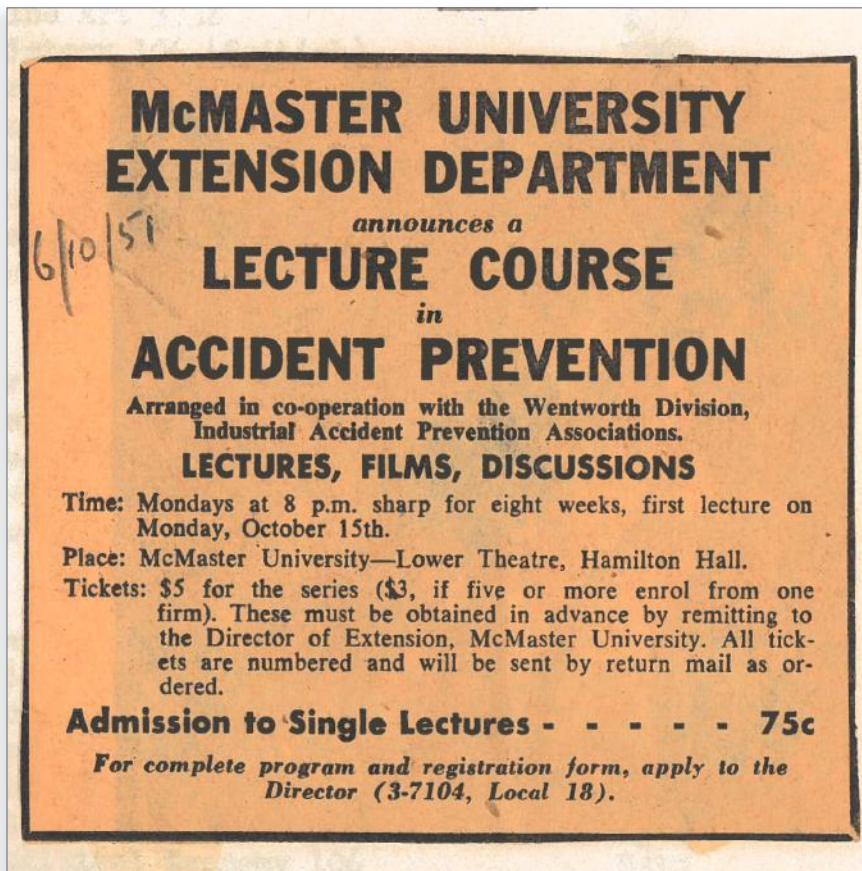


Figure 2. Teachers' Course enrollments at McMaster, 1933-34 through 1941-42
 (Source: Annual Reports of the Senate and Board of Governors of McMaster University)



The Hamilton Spectator, 1951

Non-credit adult education programs

While the Teachers' Course quickly became a major activity at McMaster, other forms of extension work grew more slowly. From 1920 through 1930, the University of Toronto had delivered non-credit evening classes in Hamilton, most of which were affiliated with the Workers' Educational Association (WEA). The WEA was a non-governmental organization that worked with universities (starting in 1903 in Britain and 1918 in Ontario) to organize non-credit evening courses, at a nominal fee, for adults working in jobs associated with trade and labour unions. In 1930-31, the WEA organized three evening classes in Hamilton – public speaking, economics, and psychology – two of which were instructed by McMaster faculty members. In 1933-34, WEA courses involving McMaster instructors were on the topics of applied psychology, public speaking, and current events. The provincial government provided a special grant to offset the cost of universities providing instructors for WEA courses.

The extent of McMaster's involvement with the WEA was modest. The university did not include WEA attendance statistics in its annual reports. From 1937-38 through 1941-42, the following paragraph was included under the header of "Adult Education" in the *Calendar*. "The University co-operates with the Extension Department of the University of Toronto and supplies lecturers for the classes of the Workers' Educational Association in the Niagara Peninsula." In 1942, the University of Toronto Extension Department severed its ties with the WEA, and McMaster's involvement ended soon thereafter. While the work of McMaster with the WEA was relatively short-lived, such work did foreshadow what was to

become a distinctive aspect of extension programs at McMaster – the delivery of programs of study explicitly oriented towards working-class students and industrial occupations.

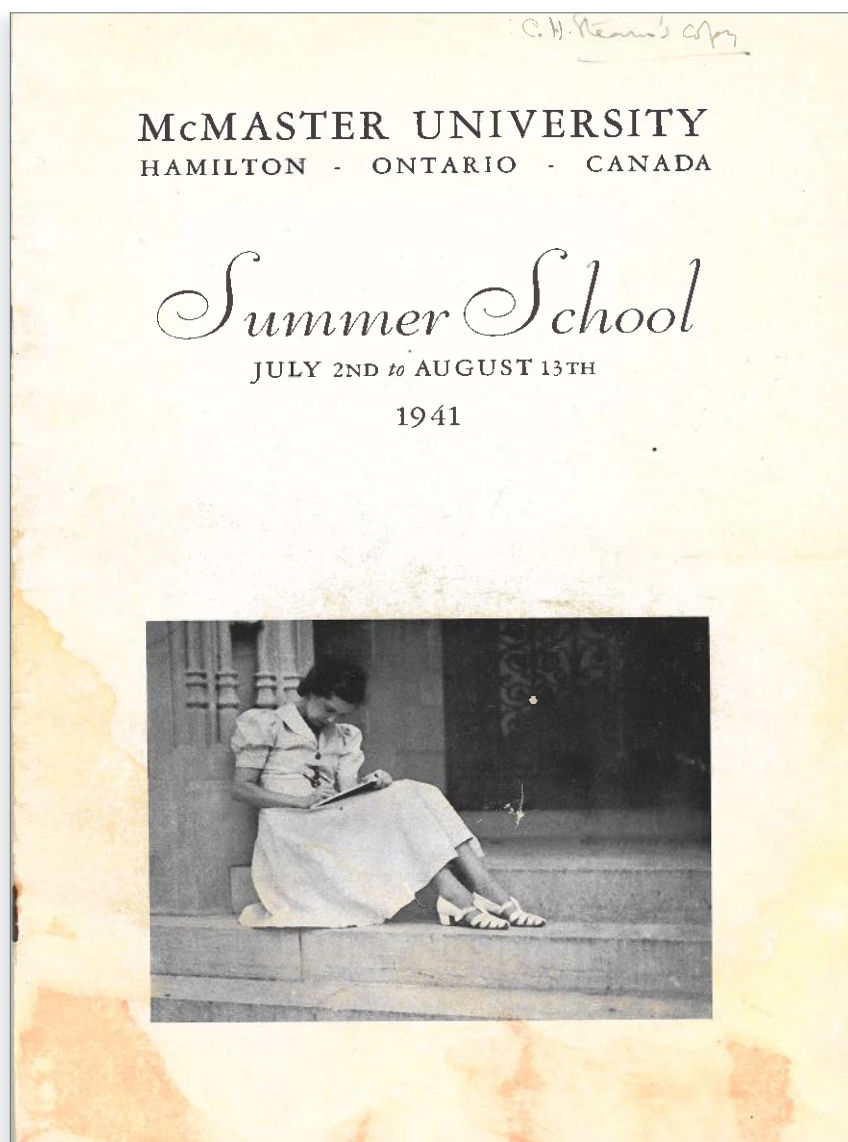
In addition to providing lecturers for WEA courses, McMaster engaged in ad hoc non-credit educational programming in the early 1930s – programming that would now be considered a form of community



engagement. The 1930-31 *Annual Report* (p. 12) reported that “brief courses in Social Science were also given to four different groups downtown with gratifying results. This work was done in conjunction with the Hamilton Council of Social Agencies.” In the early 1930s, McMaster worked with a “Business Men’s University Extension Club” to offer evening courses in accounting, law, economics, chemistry, history, psychology, English, and French. Despite the gender exclusivity implied by name of the Club, the McMaster 1934-35 *Annual Report* (p. 26) noted that 76 men and 15 women had participated in “Business Men’s Classes.” Evening courses in business administration were not sustained in the 1930s but did become a significant form of extension work in the 1940s.

The initial impetus for extension at McMaster thus came from its geographical relocation in 1930 and the subsequent disengagement of the University of Toronto from extension work in the Niagara Peninsula. Degree-credit evening and summer courses – offered primarily for schoolteachers – quickly became important for McMaster. Non-credit programs grew more slowly, through collaboration with the WEA and with local social service agencies and business associations. Both activities helped expand access to higher education, and both increased the extent to which people at McMaster engaged with communities in the Hamilton area.

The development of adult education at McMaster from 1934 to 1942



In 1934, the Director of University Extension at the University of Toronto – William Dunlop – convened a national Symposium on Adult Education which led, in 1935, to the establishment of the Canadian Association of Adult Education (CAAE). Dunlop invited representatives from McMaster to attend, and both Chancellor Whidden and Registrar Elven Bengough replied that McMaster was interested in the subject of adult education and would send representatives to the Symposium. Ultimately, Chancellor Whidden could not attend due to conflicting commitments in Western Canada, and McMaster was represented by its Dean of Arts Walter McLay and two associate deans.

The establishment of the CAAE catalyzed leaders at McMaster to devote more attention to forms of adult education beyond the extension of degree-credit study through the organization of evening and summer courses.

The 1934-35 *Annual Report* (p. 21) claimed, following a paragraph describing the Teachers' Course, "the larger problem of Adult Education is awaiting our earnest consideration. Regarding this we hope to be in a position to report something definite a year hence." From 1937-38 through 1941-42, the *Calendar* included a sub-section entitled "Adult Education."

Between 1934 and 1942, McMaster offered three sustained adult education programs: weekly public lectures and other special events in the fine arts; ad hoc lectures delivered off-campus at the request of organizations; and lectures delivered to patients at the Mountain Sanatorium. Non-credit programming in the fine arts began at McMaster in 1933 following the receipt of a grant from the Carnegie Corporation. Weekly lectures in art appreciation,

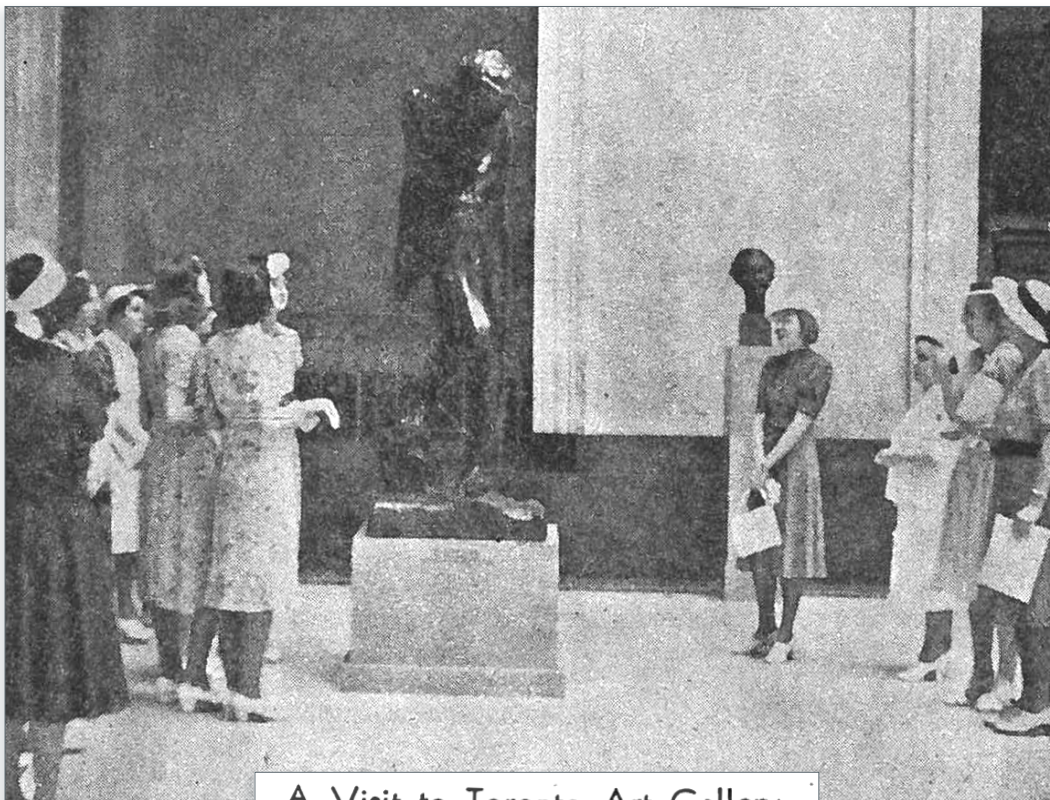
open to both McMaster students and members of the public, were offered in Convocation Hall. Such lectures were occasionally offered at locations outside Hamilton – at centres including Brantford, Simcoe, Woodstock, Galt, Kitchener-Waterloo, Guelph, and Belleville. On-campus programming in the fine arts also involved occasional concerts, special lectures on music, and art exhibits.

The Senate Committee on Extension Work facilitated off-campus lectures. The committee compiled, in 1934, a list of forty "popular lectures" that eleven McMaster faculty members were prepared to give. Such lectures were hosted by clubs and organizations in Hamilton and surrounding areas. Each year, the Registrar provided an updated list of lectures to leaders

of such clubs and organizations, who in turn requested lecturers and worked with the Registrar to arrange dates and other details. It is not clear how many off-campus lectures were given each year, but an "Extension Lecture Service" was managed by the Department of University Extension until 1958. In 1947-48, twenty-five lectures were given to a wide range of clubs and organizations in Hamilton, St. Catharines, Brantford, Niagara Falls, Kitchener, Galt, and Guelph.

McMaster faculty members also delivered lectures to patients in the Mountain Sanatorium. The sanatorium treated patients with tuberculosis, and in the 1930s it housed over 700 patients and employed over 450 staff members. The sanatorium was located near to McMaster, and in the early 1960s became the Chedoke General Hospital. From

1934 through 1958 McMaster faculty members delivered lectures at the Mountain Sanatorium, typically broadcast weekly over the sanatorium's internal radio system during fall and winter semesters. Work at the Mountain Sanatorium highlights two characteristics of the extension era at McMaster. First, such work was highly engaged with



A Visit to Toronto Art Gallery



Mountain Sanatorium

local communities – in this case providing lectures to entertain and educate staff and patients at a major institution located next door to the university. Second,

this work was innovative in its embrace of new technologies and pedagogical strategies – in this case using radio to broadcast lectures to physically isolated people.

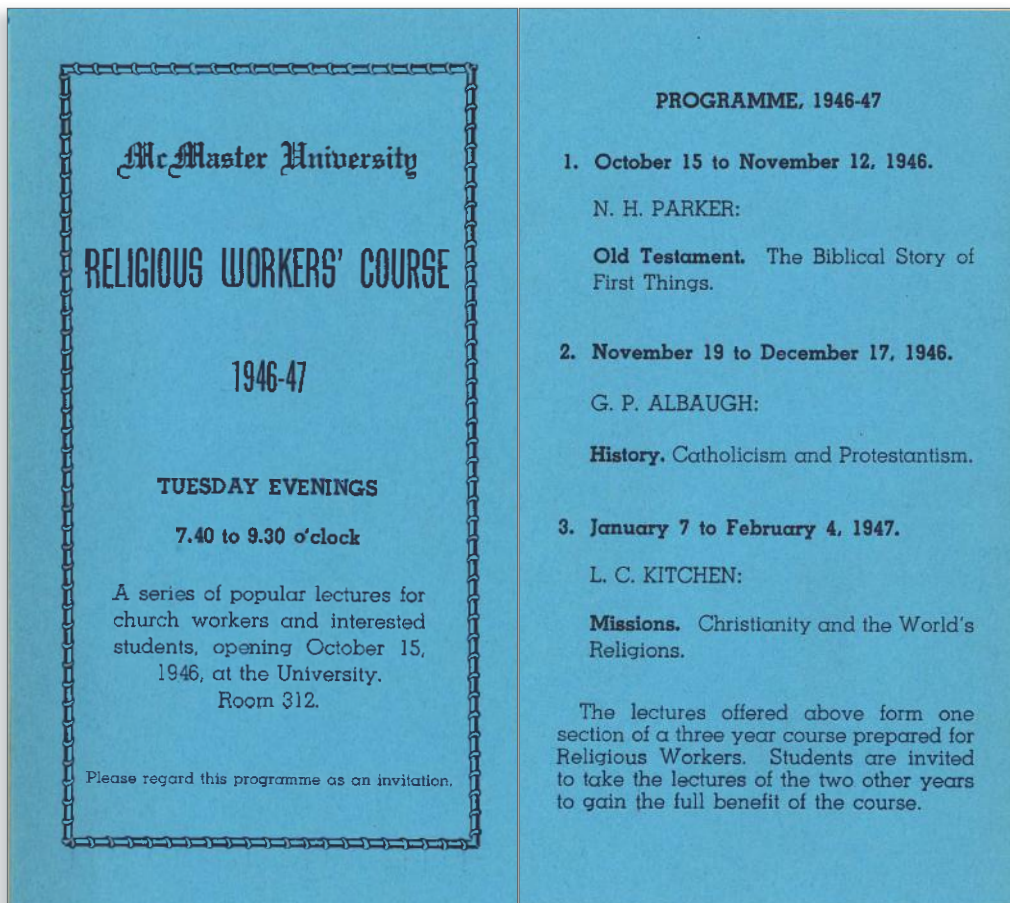
In addition to these three programs that were sustained over much of the decade, McMaster developed new adult educational initiatives in the late 1930s. Beginning in 1938, McMaster offered a “Religious Workers’ Course” every fall and winter semester for a nominal fee of one dollar. This course, consisting of twenty, two-hour lectures on Tuesday evenings, was described

as follows in the 1942-43 *Calendar* (p. 19):

The purpose of these lectures is to provide a background of Biblical knowledge and of recurring problems of thought and practice for Sunday School teachers and others who desire to have a more informed approach to their work and their own religious experiences. Members of the University staff contribute their services, and the University provides without charge the accommodation and library supervision.

McMaster delivered the Religious Workers’ Course until about 1953, through its Divinity School.

Two further adult education initiatives emerged in 1939. Beginning in 1939-40, the *Calendar* stated, “in co-operation with the Hamilton Academy of Medicine, lecturers are brought to the University each year for a short series of lectures of interest to members of the Medical Profession and to the Student Body” (p. 88). Throughout the Second World War, McMaster collaborated with the Canadian Legion and the CAAE in a “Soldiers’ Education” program.



Department of University Extension, 1942 to 1968

When McMaster established a Department of University Extension in 1942, the Department assumed responsibility for the Teachers' Course and most of the activities summarized above under the heading of adult education.

Degree-credit instruction

As Figures 3 and 4 document, degree credit courses offered to part-time students in the evenings and summer months were an important component of overall enrollments at McMaster throughout the extension era.

From Figure 3, one should note that the number of part-time degree-credit students at McMaster was greater than the number of regular (daytime) students between 1959 and 1964. Further, the number of regular students increased dramatically beginning in the late 1950s due to growth in the Faculty of Arts and Science

and the expansion of programs of study in nursing, engineering, physical education, and graduate studies. Note that regular students typically studied full-time while extension degree-credit students typically studied on a part-time basis. In Figure 3, the numbers reported for "Extension Degree-Credit Students" from 1943 through 1947 include non-degree-credit extension students. As discussed below, the number of such students was initially very small, but by 1946 had grown substantially.

Figure 4 underreports the number of students enrolled in evening courses. Students who enrolled both in summer school and evening courses were counted simply as "summer school students" to prevent the double-counting of individuals enrolled. However, this underreports the number of students enrolled at evening courses on and off campus. Throughout these years, evening courses were offered both on the main McMaster campus and in centres across the Niagara Peninsula.

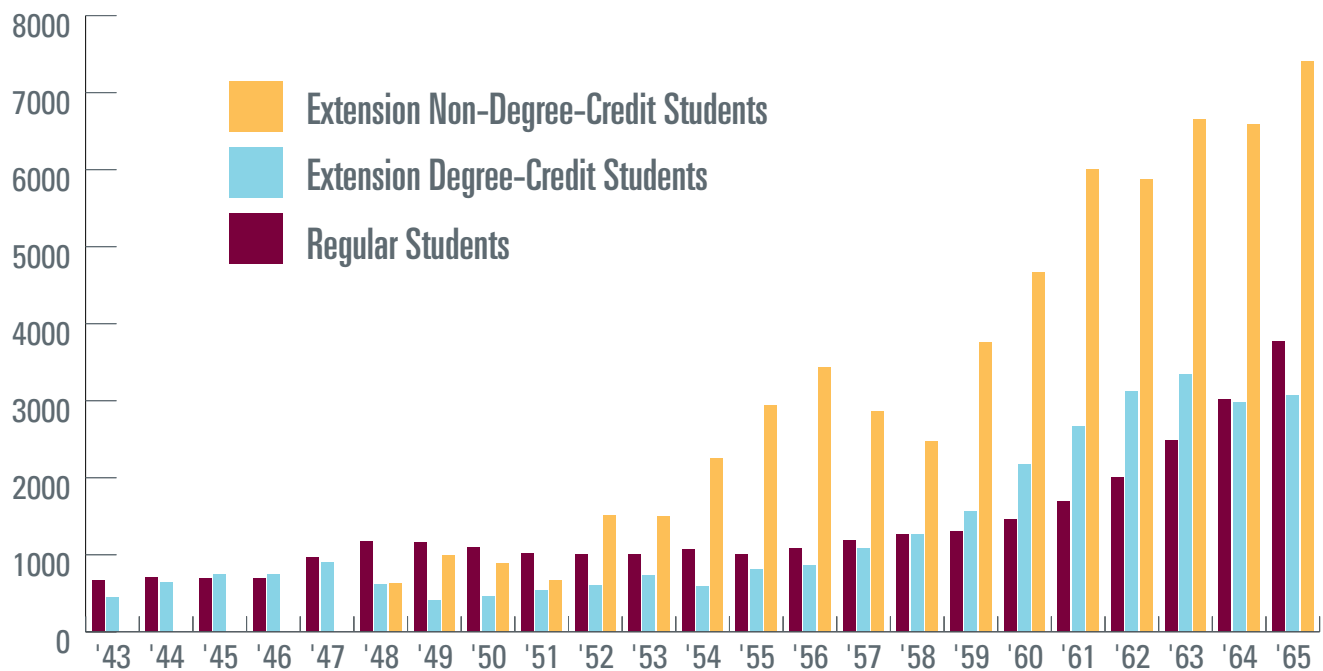


Figure 3. Enrollees at McMaster, 1942-43 through 1964-65

(Source: For the years up to 1955-56: *Annual Reports of the Senate and Board of Governors of McMaster University*; for the years after 1955-56: *McMaster Calendars*)

The number of extramural students at McMaster was small until after the Second World War, with just 30 enrolled in 1947-48. Extramural enrollments increased significantly during the early 1950s, from 84 in 1948-49 to 228 in 1954-55, due in part to the fact that the Department of University Extension had become responsible for administering extramural courses and invested greater effort in promoting those courses. McMaster offered extramural instruction in B.A. courses until the 1957-58 academic year, after which date students were advised to enroll in courses from Queen's University, and subsequently transfer credits to McMaster, if they wished to study extramurally. In his *Annual Report to the President* in 1956 (p. 9), the Director of University Extension, William McCallion, wrote that such a move would be necessary because McMaster's extramural program "at the present time has proven to be very unsatisfactory both from the instructor's standpoint and also from the student's standpoint." The unsatisfactory nature of extramural instruction was, according to McCallion, due both to



administrative and pedagogical shortcomings – there was little incentive for academic departments to offer extramural courses and the instructors of such courses did not engage students with enough lessons and exercises prior to final examinations. In

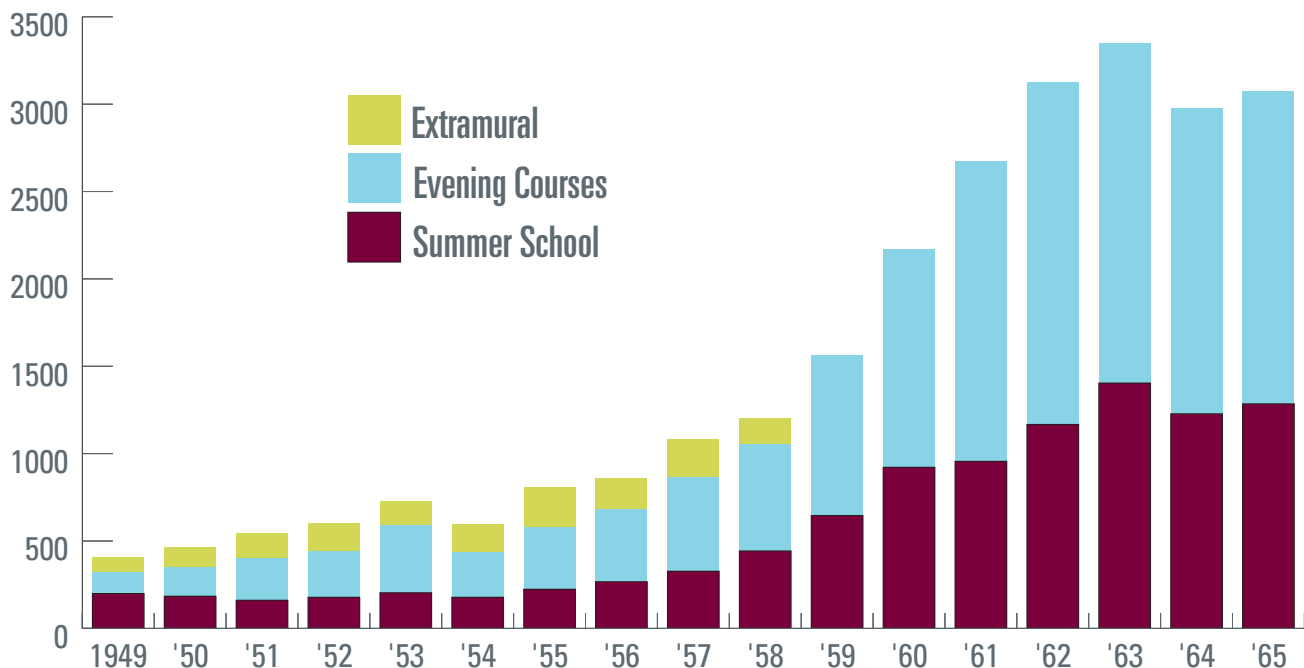
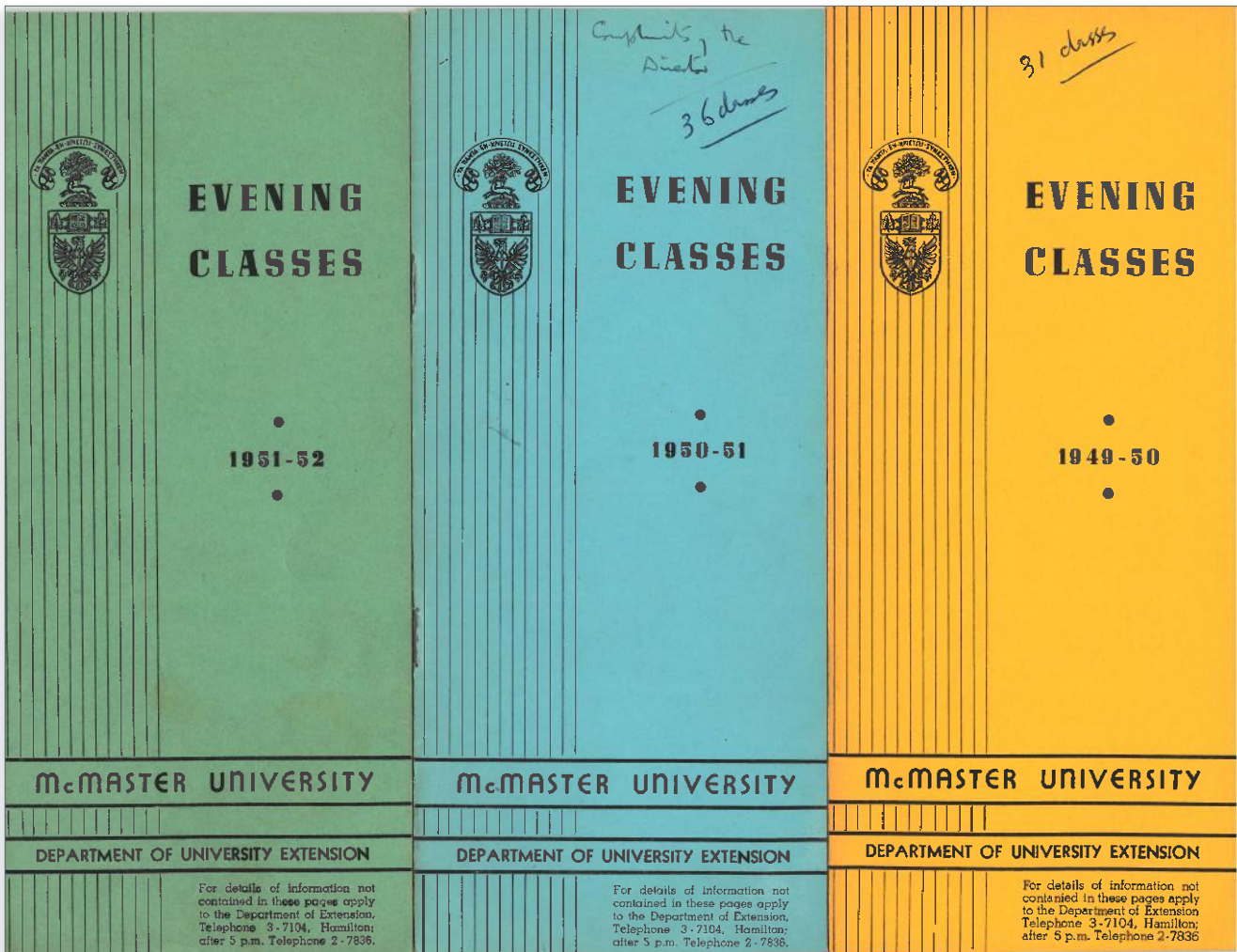


Figure 4. Extension Degree-Credit Students at McMaster, 1948-49 through 1964-65

(Sources: For the years up to 1955-56: *Annual Reports of the Senate and Board of Governors of McMaster University*; for the years after 1955-56: *McMaster Calendars*)



short, extramural programming at McMaster did not thrive in part because of a lack of coordination in authority for such programming: Extension was responsible for administering and promoting extramural courses while faculties and departments were responsible for choosing which courses to offer and supervising the instruction provided. Competing priorities and scarce resources meant that faculties and departments could not necessarily offer the courses or the instructional support desired by students.



The Department of University Extension enrolled, from 1942 through 1965, a substantial and growing number of students pursuing a B.A. degree through study in evening courses and summer school. Indeed, in most years, the number of individuals enrolled on a part-time basis was comparable to the number of full-time students enrolled at McMaster in daytime programs. This was a major contribution to the accessibility of higher education for working adults and to the financial sustainability of McMaster University.

Evening courses for students not seeking degrees

The second major activity of the Department of University Extension was offering non-degree-credit evening courses in a variety of fields. As described above, the involvement of McMaster in non-credit courses began in the early 1930s in collaboration with social service agencies and business associations in Hamilton. In 1941, the Senate Committee on Extension Work reported enrollments in a small number of non-credit evening courses. Courses in metallurgy attracted an average

of twenty-three enrollees in 1939-40 and 1940-41, while courses in vocational guidance (career planning) attracted an average of six enrollees in those same years. An evening course in Spanish debuted in 1940-41 with nineteen students enrolled. In 1942, the Department of University Extension distributed its first *Bulletin of Information*. After listing the degree-credit evening courses to be offered in 1942-43, the *Bulletin* (p. 7) stated, "in addition to the above subjects, for which academic

credit is given, non-credit courses are proposed: Metallurgy; Spanish (Introductory and Advanced), and Business Administration."

By 1946-47, the Department of University Extension had established four distinct forms of evening course instruction: degree-credit courses; non-credit courses; courses for credit towards certificates or diplomas awarded by McMaster; and courses for credit towards professional designations awarded by external agencies. Most evening courses were composed of forty-eight lecture hours: each course met one evening per week for two hours beginning in early October and continuing for twelve weeks in the fall semester and twelve weeks in the winter semester.

In 1946-47, McMaster offered the following degree-credit evening courses:

- Accounting (I and II)
- Cost Accounting (I and II)
- English Literature and Composition (English 10)
- French (10 and 20)
- History of the USA (History 21)
- Psychology (10)
- Political Economy (10)

**Some
Summer School Lecturers
July 5 - August 13
1948**

G. P. Cosgrave, M.A., Ph.D.
Vocational Psychology
and Mental Hygiene

W. A. Patrick, M.A., Ph.D.
French
in charge of 1948
Summer School

J. E. Andoff, B.A.
Occupations

H. A. Dulmage, B.A., B.D.
General Psychology
Social Psychology

E. M. F. Martin, M.A.
English

R. C. McIvor, M.A., Ph.D.
Political Economy

The evolution of enrollments in degree-credit evening courses is discussed above. These courses are noted again here because in addition to enrolling students who pursued academic credit, McMaster also enrolled "auditors" in most of them. Auditors were students attending lectures in degree-credit

courses who did not submit assignments or write exams, and who were not seeking academic credit. Auditors were non-credit students who typically paid one-half of the degree-credit tuition rate. Of the courses listed above, all those apart from accounting and cost accounting allowed auditors to enroll. In

most years, relatively few auditors enrolled in degree-credit courses.

In 1946-47, McMaster offered the following evening courses that carried no academic credit:

- Crafts and Hobbies
- Personnel Administration
- Public Speaking (I and II)
- Russian (I and II)
- Russian Civilization
- Biology (Human Anatomy and Physiology)



Crafts Group



A Geography Group

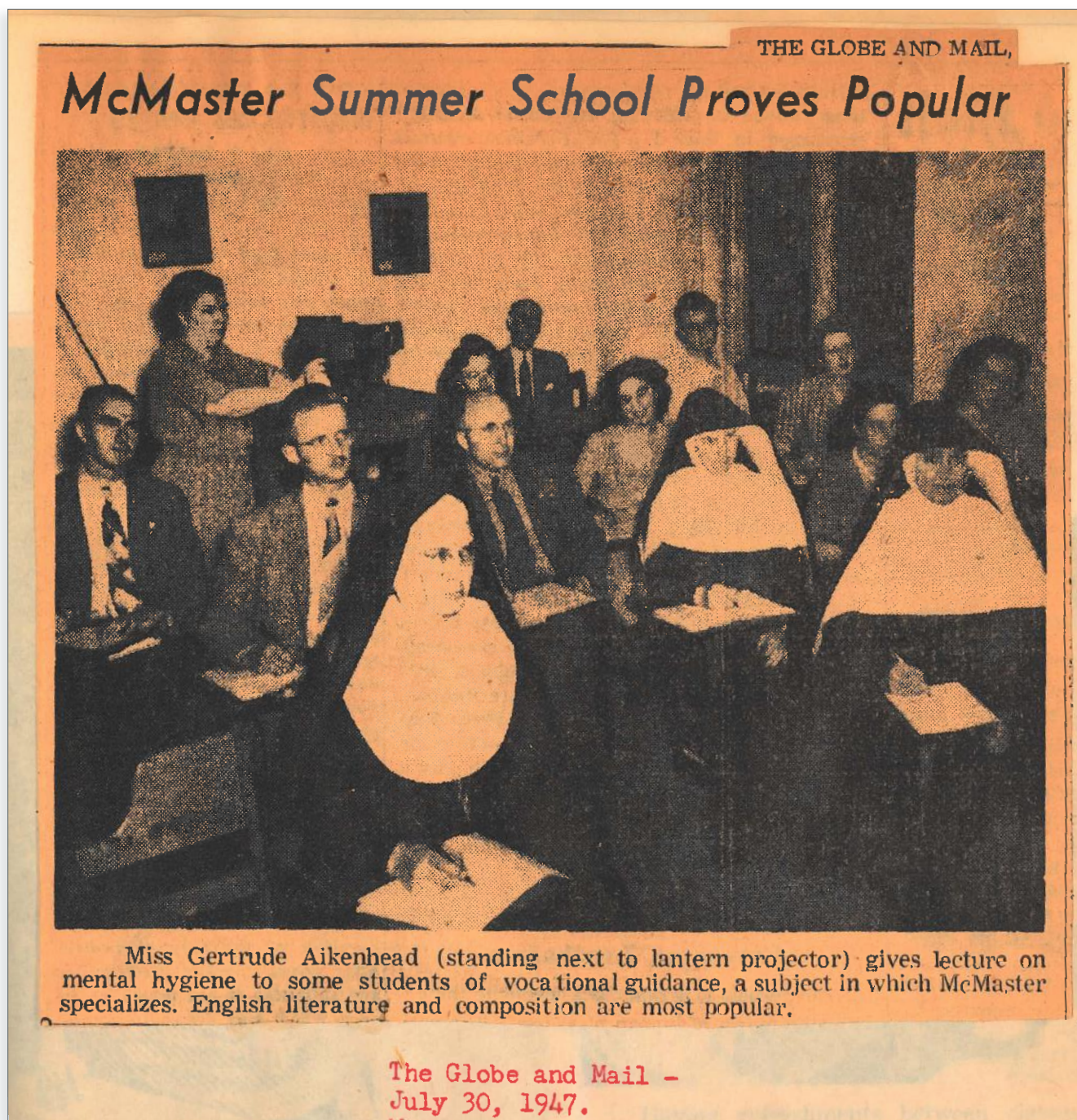
Most non-credit courses were on topics of general interest and were open to all adults. The personnel administration course was offered by "special invitation to personnel workers in firms employing fifty or more hands in Hamilton and vicinity." The biology course was recommended for "all those interested in health, social workers, Red Cross workers, etc."

Beginning in 1944, McMaster developed programs of study composed of evening and summer courses that led to certificates or diplomas instead of degrees. The

first such program of study was the Vocational Guidance Diploma. This program prepared graduates to work in the field of vocational guidance (also known as "career planning") in high schools. The program took two years to complete if students enrolled in both evening and summer courses. In the 1946-47 year, the only evening course offered exclusively for credit towards the Vocational Guidance Diploma was Vocational Psychology. Students in the diploma program were also required to complete Political Economy 10 and Psychology 20 – since the diploma program required the completion

of some degree-credit courses and some courses available only for diploma-level credit. In addition to coursework, graduation from the Vocational Guidance Diploma required the completion of a comprehensive examination and either an internship or an approved project.

In addition to offering its own non-degree credentials, the McMaster Department of University Extension offered evening courses tailored to meet the requirements of professional designations awarded by external agencies. In the 1940s, two





Summer School - July 1951.

such designations were prominent: the "Permanent First-Class Teacher's Certificate" awarded by the Ontario Department of Education and the "Registered Industrial Accountant" designation offered by the Canadian Society of Cost Accountants and Industrial Engineers (from 1941 through 1948) and the Society of Industrial and Cost Accountants of Canada (after 1948). The RIA designation was renamed the Certified Management Accountant (CMA) designation in 1985.

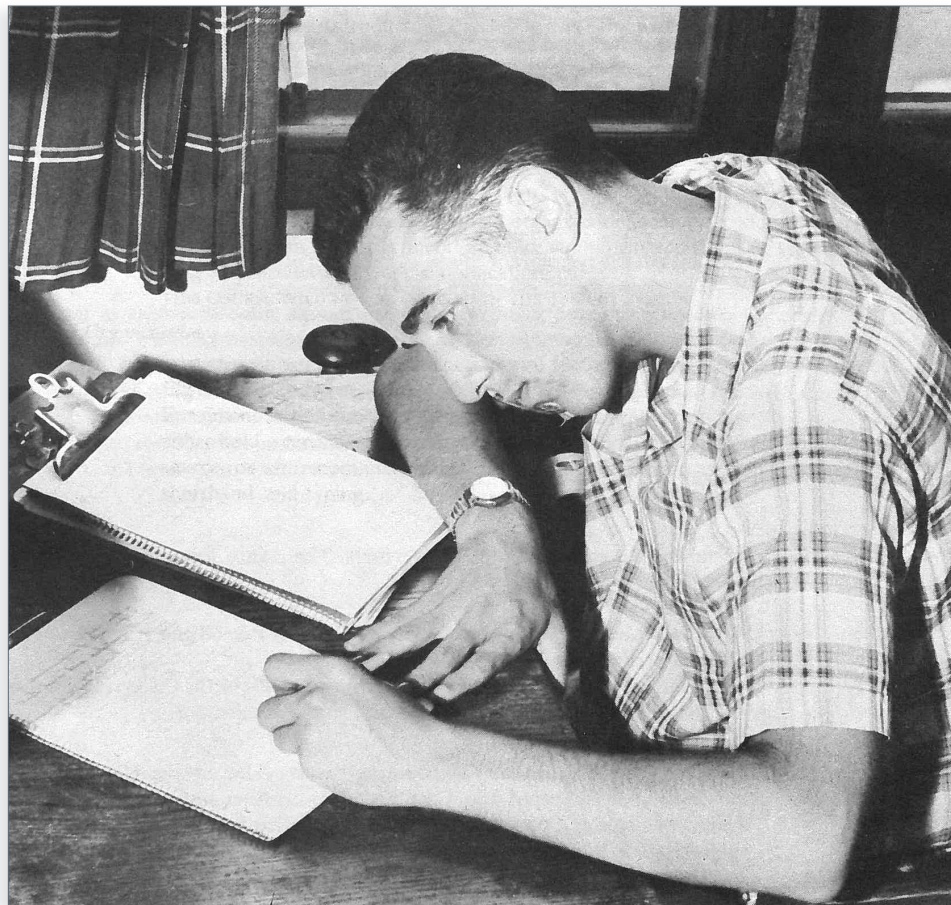
Students pursuing the RIA designation took two types of evening courses at McMaster: degree-credit courses (Accounting I and II; Cost Accounting I and II); and courses that carried credit towards the RIA professional designation but not a degree from McMaster. In 1946-47, two evening courses were offered that carried RIA credit but

not degree-credit: Business Mathematics and Industrial Organization and Management.

Students pursuing the Permanent First-Class Teacher's Certificate could enroll in three types of evening courses. Most degree-credit courses could be applied to the requirements of the Certificate, as could most of the courses in the Vocational Guidance Diploma program. In addition, the Department of Education accepted certain non-credit McMaster courses (in biology, history, mathematics, and psychology) as equivalent to credit courses. In 1946-47, evening courses carrying credit towards the Teacher's Certificate were the non-credit course in Biology, the diploma-level course in Vocational Psychology, and the degree-credit courses in English, French, History, Psychology, and Political Economy.

As Figure 3 documents, the number of students enrolled in non-degree-credit evening courses grew very substantially from the late 1940s through the mid-1960s. From 1947-48 through 1950-51, an average of 796 students each year enrolled in non-degree-credit courses. In those years, McMaster did not report statistics about the number of students enrolled in different forms of non-degree-credit courses. Enrollments in non-degree-credit evening classes grew substantially in the early 1950s: from 1950-51 to 1954-55 the number of students enrolled in such classes nearly doubled from just over 1,500 to just under 3,000.

Beginning in 1955-56, McMaster reported enrollment statistics in a more granular format, enabling insight into how enrollments evolved in all three forms of non-degree-credit evening courses (see Figure 5).



Enrollments in non-degree-credit courses at McMaster expanded significantly in the 1950s and 1960s. By 1961 there were over 6,000 enrollees annually, and by 1965 there were over 7,000.

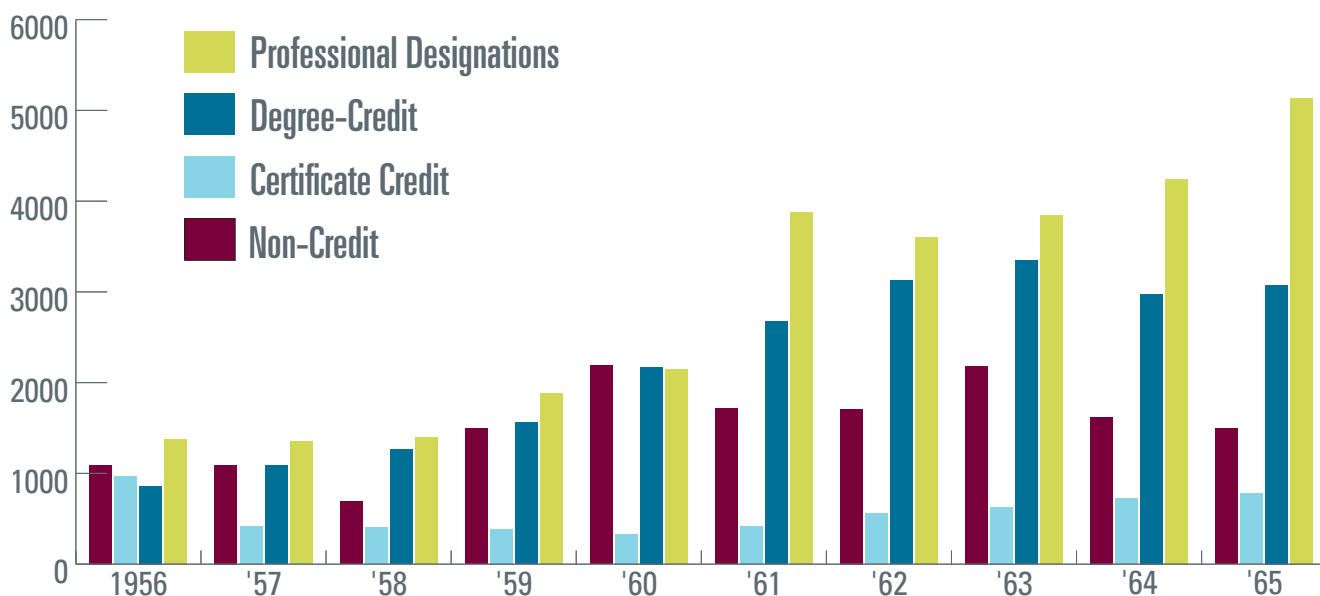


Figure 5. Extension Students at McMaster, 1955-56 through 1964-65

(Source: Annual Calendars of McMaster University)

Tables 1 and 2 outline the evolution of programs through which evening courses were offered for non-degree credentials awarded by McMaster, and for professional designations awarded by external agencies.

Table 1. Professional designations at McMaster, 1942 through 1964

Name of designation	Agency awarding the designation	Initial year	Final year
Permanent First-Class Teacher's Certificate	Ontario Department of Education	1942	1957
Registered Industrial Accountant (RIA)	Society of Industrial and Cost Accountants	1942	1966
Certificate in Industrial Management (CIM)	Canadian Industrial Management Association	1957	1966
Certified Office Administrator (COA)	Associated Office Administrators of Ontario	1962	n/a
Certified Pre-School Teacher (NEAO)	Nurseries Education Association of Ontario	1962	n/a
Accredited Appraisers (Canadian Institute)	Appraisal Institute of Canada (real estate)	1963	n/a
Associate in Safety Engineering (ASE)	Construction Safety Association of Ontario	1963	1964

(Source: Annual Calendars of the Department of University Extension)

Note that students pursuing the Permanent First-Class Teacher's Certificate were not counted as professional designation students, but rather enrolled in degree-credit courses (shown on Figures 3 and 4) and in non-credit courses (shown on Figure 5). The RIA designation was responsible for by far the largest number of enrollments in non-degree-

credit classes at McMaster. By the mid-1950s, McMaster delivered RIA courses by correspondence as well as in the evenings, and enrolled over 1,000 students annually in such courses. By the early 1960s, McMaster recorded over 3,000 RIA students annually, including those studying by correspondence from across Canada.





Table 2. Non-degree certificates awarded by McMaster, 1942 through 1964

Name of Certificate	Initial year	Final year
Vocational Guidance Diploma	1945	1954
Certificate in Industrial Engineering	1954	1957
Certificate in Business	1955	n/a
Certificate in Personnel Management	1955	n/a
Certificate for Secretaries	1955	n/a
Certificate in the Metallurgy of Iron and Steel	1956	n/a
Certificate in Office Management	1958	1962
Certificate in Retail Administration	1959	n/a
Certificate in Credit Union Administration	1960	n/a
Certificate in Ceramic Technology	1960	n/a
Certificate in Materials Handling Technology	1960	1964
Certificate for Foremen	1961	n/a
Certificate in Corrections	1961	n/a
Certificate in Social Welfare	1961	n/a
Certificate in Aging	1961	1964
Certificate in Administration of Homes for the Aged	1965	n/a
Certificate in Liberal Arts	1965	n/a
Certificate in Manpower Development	1967	n/a

While each certificate program had unique graduation requirements, several of the major McMaster certificate programs were designed to be completed by taking two evening courses per week, in fall and winter semesters, over a three-year period. The Certificate in Business was “designed to give owners or managers of various business enterprises, or those contemplating entering into business an over-all insight into the conduct of a business or industry” (*Calendar of Certificate and Professional Courses, 1965-66*, p. 19). Students were required to complete six courses (Introduction to Business; Business Finance and Control; Personnel Practices; Introductory Economics; Industrial Organization and Management; and Marketing). Certificate programs in Personnel Management, Social Welfare, and Corrections were similarly organized to be completed through taking six courses over a three-year period.

(Source: *Annual Calendars of the Department of University Extension*)

While some of the certificate programs offered by McMaster had counterparts at many Canadian university extension departments, it is noteworthy that some programs were developed to meet the distinct needs of people in the Hamilton area. The Certificate in the Metallurgy of Iron and Steel, was described as follows in the *Calendar of Certificate and Professional Courses, 1965-66*:

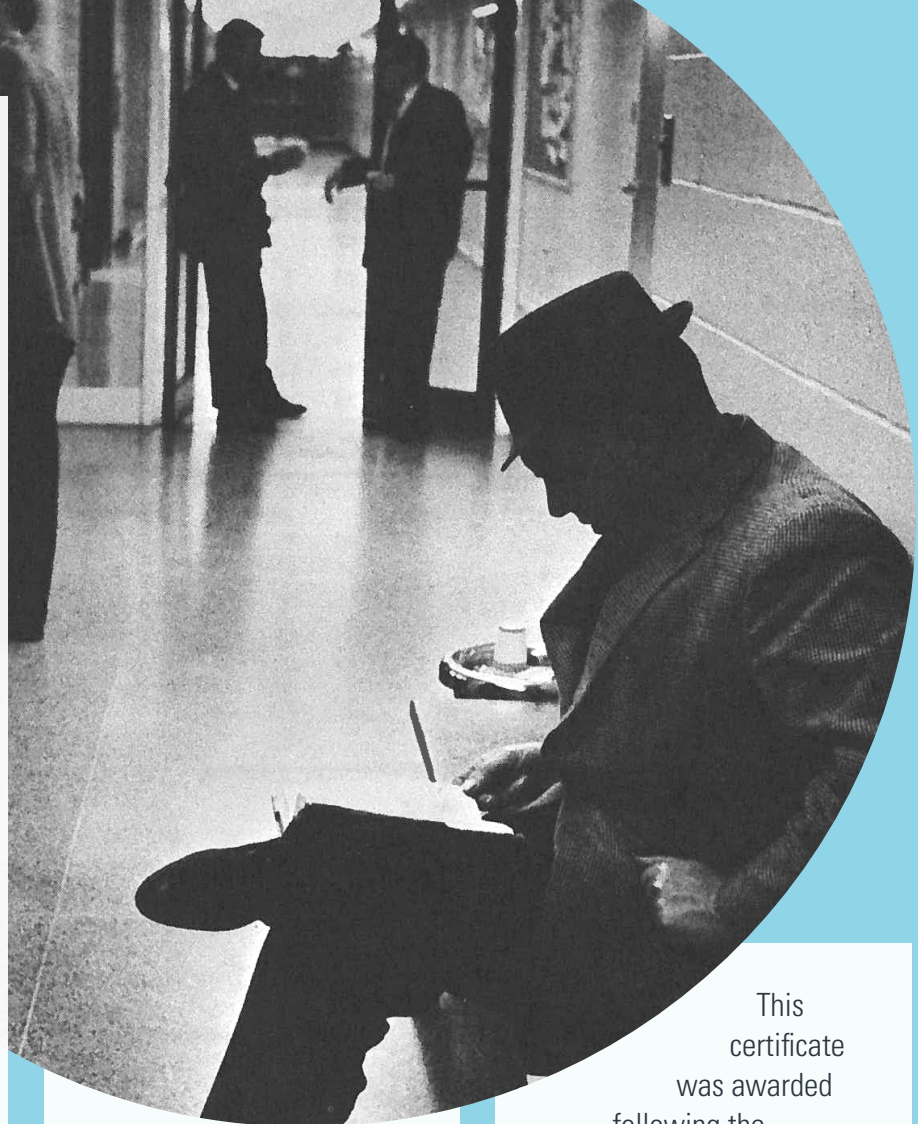
The Department of Extension, after taking counsel with representatives of the iron and steel industry, offers a certificate for the completion of three evening courses. This certificate is intended for people now employed in the iron and steel industry who could profit from a metallurgical curriculum designed to cover the fundamentals and descriptive work of the iron and steel field. (p. 19)

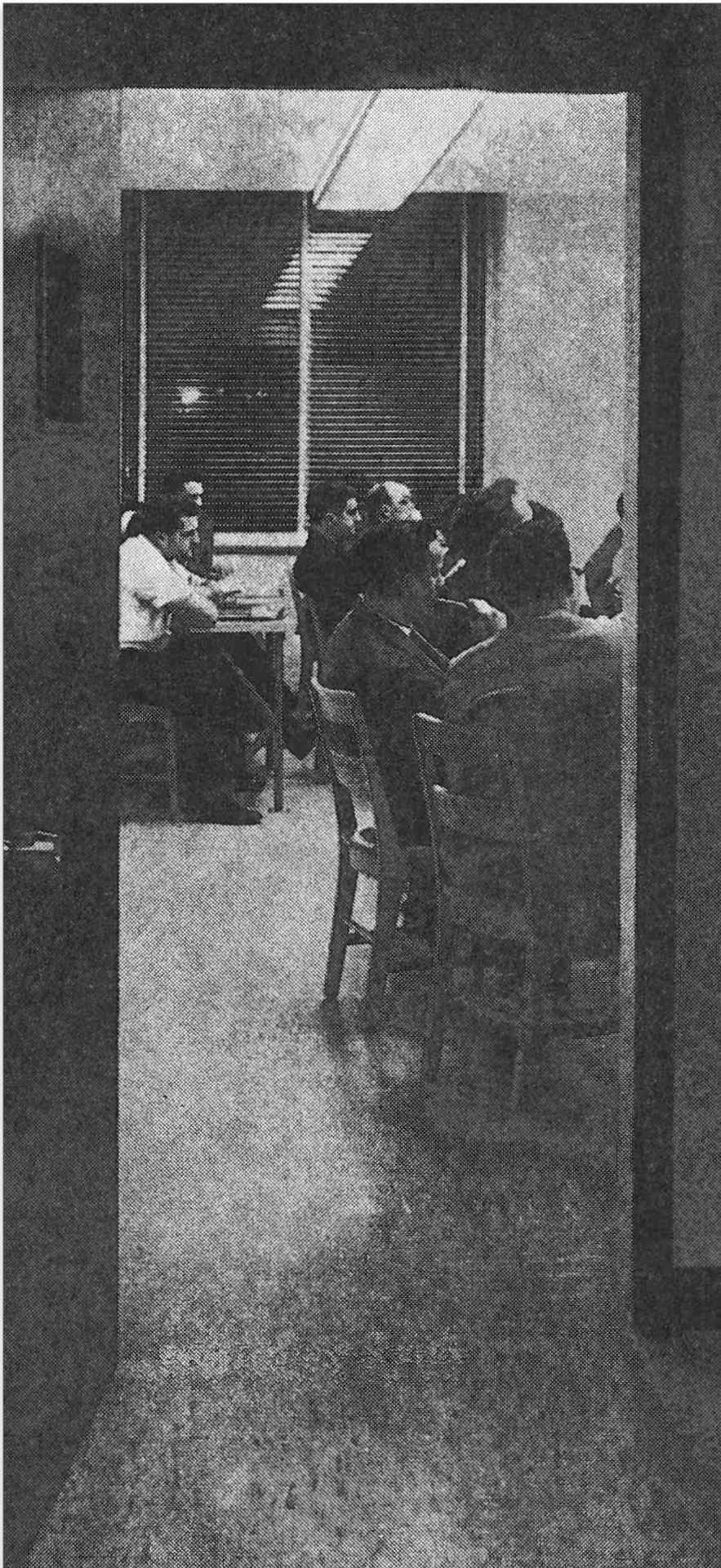
In a similar manner, the Certificate in Ceramic Technology was awarded following the completion of four evening courses – the last of which required the completion of a thesis based on an approved ceramic project. Another program of study that was distinctively grounded in the needs of Hamiltonians was the Certificate for Foremen:

This series of courses is designed for those men and women who wish to broaden their understanding and develop skill in modern methods of industrial supervision. These courses will concentrate on principles of supervision, human relations, and industrial organization. They will be of particular interest to established foremen and supervisors, and to those young men and women who are preparing themselves to be industrial supervisors. (*Calendar of Certificate and Professional Courses, 1965-66, p. 20*)

This certificate was awarded following the completion of five evening courses over a three-year period (Human Relations / Applied Psychology; Industrial Organization and Management; Industrial Psychology and Sociology; Industrial Economics and Industrial Engineering; and Industrial Relations).

In addition to offering evening courses for credit towards certificates and professional designations, the Department of University Extension offered two forms of evening courses that carried no academic credit: professional courses and general interest courses. From 1953 through 1957 McMaster offered

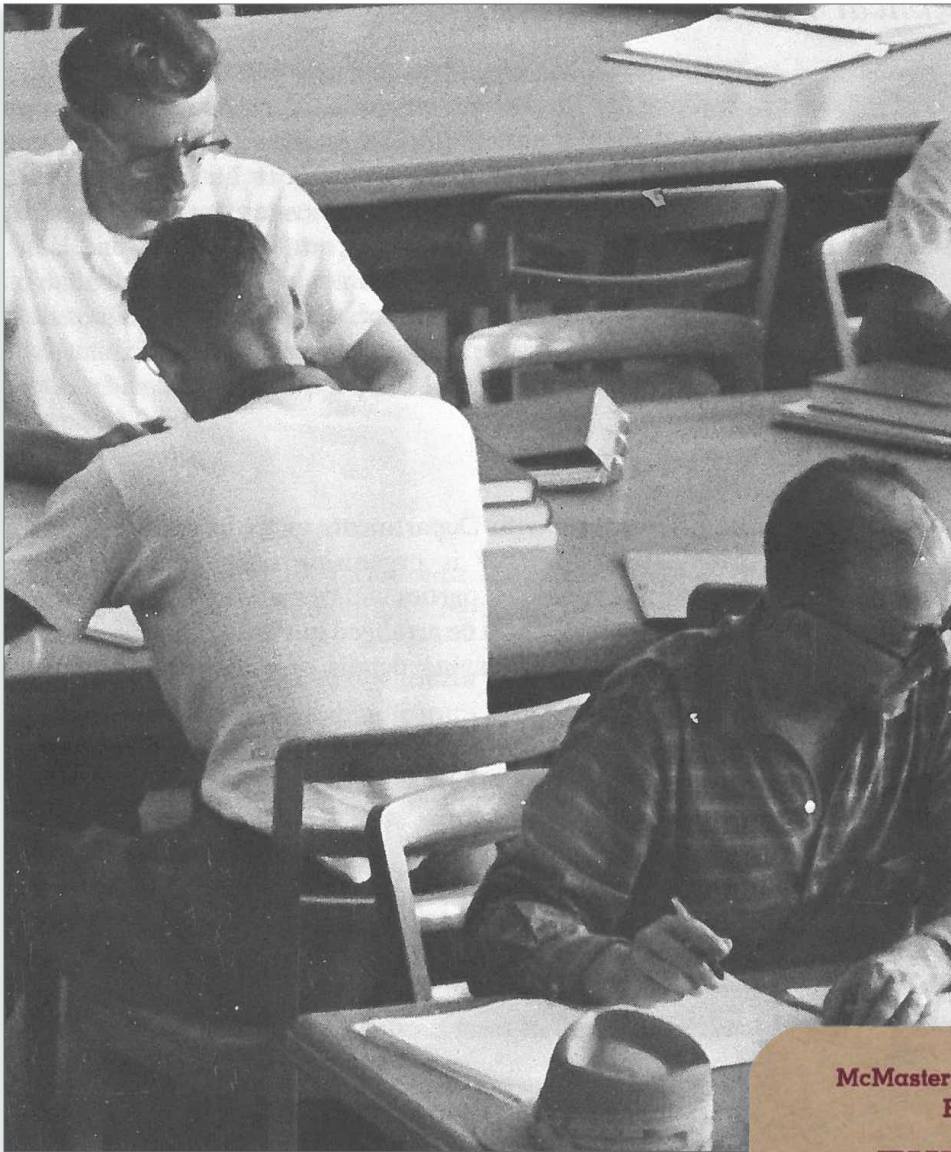




an "Executive Development Course" in collaboration with the Society of Industrial and Cost Accountants of Ontario. The 1953-54 *Extension Calendar* (p. 19) described the course as follows:

This is a series of lectures on the following subjects: Human Relations, Corporation Finance, Business Controls and Statistical Controls, Economics, Taxation. The course is designed to broaden the outlook of the participants by studies which encourage men with executive ability to think along managerial lines.

From 1953 through 1959 the Department of University Extension offered a series of evening courses in "Graduate Business Studies" in collaboration with the McMaster Department of Political Economy. The program was "designed especially for those in business and industry who wish to advance their professional qualifications but is available to anyone holding a bachelor's degree or its equivalent" (*Extension Calendar*, 1953-54, p. 17). After the first year, this program involved six courses: Economics of Business Enterprise; Industrial Relations; Corporation Finance; Accounting and Statistics; Marketing; and Production. Starting in 1957, the Graduate Business Studies program enabled participants to



skills of importance to careers in business and the professions. Courses in public speaking and English composition were offered annually through the 1950s; courses in "reading improvement" and "creative thinking" were offered annually beginning in 1957.

Besides professional courses, the Department of University Extension offered non-credit courses of interest to members of the public. The 1946-47 general interest offerings are outlined above. During the 1950s, the following non-credit evening courses of a general interest were offered most years:

earn credit towards a Master of Commerce degree from the University of Toronto. In 1960, McMaster launched its own Master of Business Administration (MBA) degree. This program replaced the Graduate Business Studies program and was offered as a two-year series of evening courses.

From 1957 through 1960, the Department of University Extension offered evening courses designed to prepare students to write examinations hosted by the Association of Professional Engineers of Ontario. Courses were offered in mathematics,

physics, mechanics, chemistry, electronics, geology, and business management. Students enrolling in "Courses for Professional Engineers" were required to possess qualifications equivalent to entrance standing in the engineering faculty of an Ontario university.

In addition to professional courses organized into programs, McMaster annually offered stand-alone courses relating to soft

**McMaster University Extension Lectures, 1951
FOUR FRIDAY EVENINGS**

with

THE WORLD TO-DAY

- Feb. 2nd—"The Recovery of Europe"—Professor E. T. Salmon, M.A., Ph.D., Professor of Ancient History.
- Feb. 9th—"Canada's Eastern Arctic"—Margaret Montgomery, M.A., Department of Geography.
- Feb. 16th—"Newfoundland, To-day and To-morrow"—L. G. Reeds, M.A., Assistant Professor of Geography.
- Feb. 23rd—"England, Past and Present"—Professor C. W. New, Ph.D., F.R.Hist.S., Messerac Professor of History.

Lectures commence with film at 8.00 sharp in Convocation Hall.
Admission to complete series BY THIS TICKET—\$2.00
Single Lectures 75c payable at door.

- **Current events** ("This Changing Canada" was offered in 1951-52; "The World Today" was offered annually from 1952 through 1956).
- **Handicrafts** (one or two courses on crafts or ceramics were offered annually; a course on metalcraft was offered from 1954 through 1956).

- **Foreign languages** (Russian and French were offered annually; Spanish was offered annually until 1956; German was offered from 1952 through 1956; Portuguese was offered from 1950 through 1952; and Italian was offered in 1952).
- **Writing** (courses in magazine writing and/or short story writing were offered annually).

In addition to these perennial courses, the Department of University Extension offered several general interest evening courses once or twice during the 1950s. Such courses included those in music and art appreciation, Russian history, folk dancing, interior design, poetry, popular physics, and popular psychology. The number of non-credit courses of general interest rose from about eight in 1950 and 1951 to an average of sixteen between 1952 and 1956, then fell back to an average of eight from 1957 through 1959. Overall, in the 1950s, McMaster offered an average of twelve general interest non-credit evening courses annually. One should keep in mind that most degree-credit courses at McMaster welcomed auditors throughout this era, and therefore non-credit adult students sometimes sat alongside undergraduates in evening courses in the arts and sciences.

In the early 1960s, two major initiatives resulted in substantial

enrollments in non-credit courses at McMaster. First, a series of "Shakespeare Seminars" had an average of 244 enrollees per year from 1961-62 through 1964-65. Second, a "Subscription Film Series" had an average of 700 enrollees per year from 1962-63 through 1964-65. In the mid-1960s, general interest non-credit courses expanded significantly at McMaster, a trend that continued with the opening of Department of Continuing Education in 1968.

Summer non-credit programs

The McMaster Summer School was primarily focused on degree-credit instruction, enabling

schoolteachers to complete courses for B.A. credit. However, the Department of University Extension also delivered non-credit programs during the summer. At Summer School itself, non-credit students participated in three ways. First, they enrolled as auditors in the regular degree-credit courses, paying half the normal tuition fee for the right to attend lectures without writing examinations or receiving academic credit. Second, they registered to participate in extracurricular activities organized for all Summer School students. In 1942-43, the McMaster *Calendar* (p. 20) identified such activities as "courses in Group Singing, Public Speaking, Music Appreciation and Folk Dancing." Extracurricular



activities were offered without charge to Summer School students, and "at special rates" for others. Often, spouses of Summer School students would enroll in such extracurricular activities. Third, between 1948 and 1951, the Department of University Extension offered non-credit courses alongside degree-credit courses at the Summer School. In 1948 and 1949, non-credit summer courses were in dramatics and arts and crafts. In 1950, non-credit summer courses were offered in metalcraft, French conversation, and folk dancing. In 1951 non-credit summer courses were in Spanish,

French, and music appreciation. Enrollments in such courses were low – totalling only 32 in 1950 and 20 in 1951 – and, therefore, non-credit summer courses were discontinued in 1952.

Apart from events associated with Summer School, the Department of University Extension sometimes organized special non-credit programs in the summer months. In 1945, McMaster offered a two-week "Leadership Training" course designed "to develop effective community leaders, prepared to organize and supervise Adult Education and Recreation



Summer School Party - July 1951.



in all its forms, both physical and cultural” (*Extension Calendar*, 1945-46, p. 18). In 1946 and 1947, McMaster offered a one-week “Course in Community Leadership” in collaboration with the Ontario Department of Education and the Ontario Universities’ Adult Education Board. These courses were “planned especially for those who have been associated with community centre activities and those who have assisted in organizing young people’s clubs, sports, forums, or study groups” (*Extension Calendar*, 1946-47, p. 20).

From 1954 through about 1963, the Department of University Extension delivered a six-week summer course in “Clinical Training for Ministers.” This interdenominational course was delivered at the Mountain Sanitorium and was designed “to provide an opportunity for ministers of religion to obtain or deepen understanding of the pastoral needs of the sick and to cultivate greater skill in ministering to those needs” (*Extension Calendar*, 1957-58, p. 10). This course was restricted to about a dozen participants each year.

Part Two: Leadership, values, financial impact, and marketing



SUMMER SCHOOL STUDENT EXECUTIVE, 1950.

Front Row: (left to right) Kathryn Hayes, Eleanor Bielby, Joseph R. Thomson (Treasurer), Frank Klassen (President), Georgina Gibbons, Kathleen Okawa.
Back Row: (left to right) James McLearnon, Ashton McKinnel, Harold Hunter, Lloyd Weiderick, Don Bowman, Vern Stetler.
Absent: Eleanor Behm, Elizabeth Torrance, Dorothy Metcalfe, Bill Bryant.

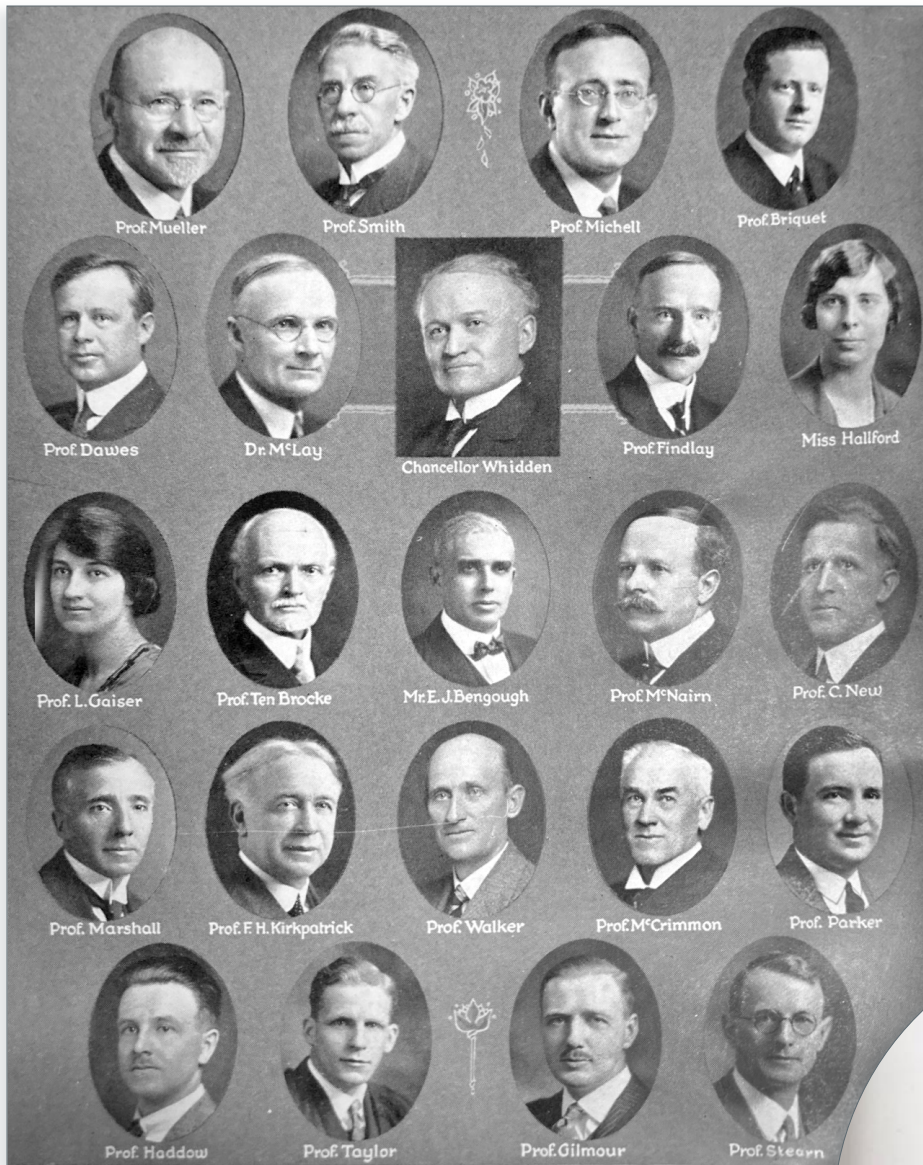
Leadership and administration

Extension work at McMaster was led by individuals having considerable stature at the university. In 1930, the founding members of the Senate Committee on Extension Work were Chancellor Howard Whidden, Dean of Arts Walter McLay, Registrar Elven Bengough, Professor Chester New, and Professor Kenneth Taylor. From 1930 through 1942, the Senate

Committee on Extension Work managed and governed extension programming. In the 1930s, the Senate Committee was typically chaired by either Whidden or McLay. The fact that the Chancellor, Dean of Arts, and Registrar all served on this committee was an important sign of institutional commitment to extension work. In 1940, Professor Clement Stearn – who had served for several years as Director of the Summer School and who later became the founding Director of Extension at McMaster – took over as Chair. The Extension Committee continued to operate until the mid-1950s, but, after 1942, the day-to-day administration of extension work was undertaken by the Department of University Extension.

Only two people served as Director of University Extension at McMaster. Stearn served from 1942 through 1955. He was a Professor of Classics (Latin and Greek) who also served for some time as President of the Art Gallery of Hamilton. William McCallion served as Director from 1956 through 1967 (after serving as Assistant Director from 1952 through 1956). He was a Professor of Mathematics who had a strong interest in astronomy. The W.J. McCallion planetarium at McMaster is named after him. McCallion retained leadership roles at McMaster until his retirement in 1978. He served as the Director of Educational Services in the late 1960s and as Dean of the School of Adult Education in the 1970s.

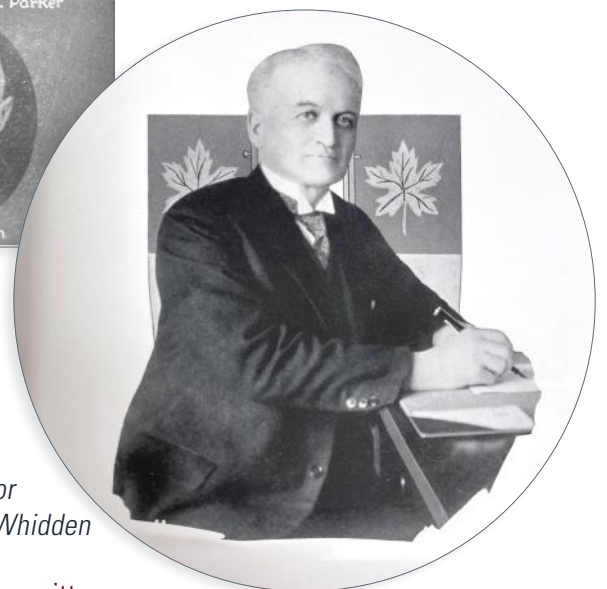
In the early 1960s, extension activities at McMaster were



McMaster University Yearbook, 1937

reviewed by a committee appointed by President Harry Thode and chaired by Martin Johns (the university continues to grant an award in Johns' name for faculty and staff who have made outstanding contributions to the field of part-time studies). Two key recommendations from that committee were that the administration of part-time degree-credit students be transferred from the Department of University Extension to the faculties, and that the Department be renamed. In his 1963 *Report to the President*, Johns explained the rationale for transferring responsibility for part-time degree-credit students to the faculties as being rooted in the increasingly heavy demands being placed – by both research and teaching – on faculty members at the university. Johns noted that McMaster had a very large extension program

in comparison to other universities: "B.A. credit activity in evening classes at McMaster per capita of undergraduate enrollment is about eight times that at the University of Toronto" (p. 3). He explained that faculty members who taught evening courses through Extension did so as "volunteers," essentially doing so out of a sense of responsibility rather than for any meaningful remuneration. Johns noted that since the latter 1950s the work of graduate education and research was becoming increasingly time-consuming for faculty members, and he argued:



*Chancellor
Howard Whidden*

The Committee feels that the growth of graduate activity and that of Extension are on a "collision course" in the competition for Faculty energy. The rapid development of research-oriented departments in both Arts and Science is making Extension teaching (both evening classes and summer school) less and less attractive to the Faculty and the rapid increase of Faculty salaries is making the financial reward for Extension teaching a less compelling incentive (p. 4).

Johns noted that certificate and non-credit evening programs were able to recruit instructors from off-campus, but that degree-credit evening instruction was the responsibility of McMaster faculty members. As such, Johns argued that responsibility for part-time degree-credit programs should be shifted to the faculties to better coordinate planning for the offering of evening courses considering faculty members' overall workloads (p. 10).

In September 1963, the administration of degree-credit and non-degree-credit extension activities was split. Degree-credit activities were administered by a new unit within the Faculty of Arts and Science, led by a "Dean of Degree Studies in Extension." Non-degree credit activities continued to be administered by the Department of University Extension. However, by 1967 McCallion had been appointed to serve as the Director of Educational Services, a role that included administering admissions, student services, and high school relations in addition to non-degree-credit extension work. The Department of University Extension was renamed the Department of Continuing Education in 1968.

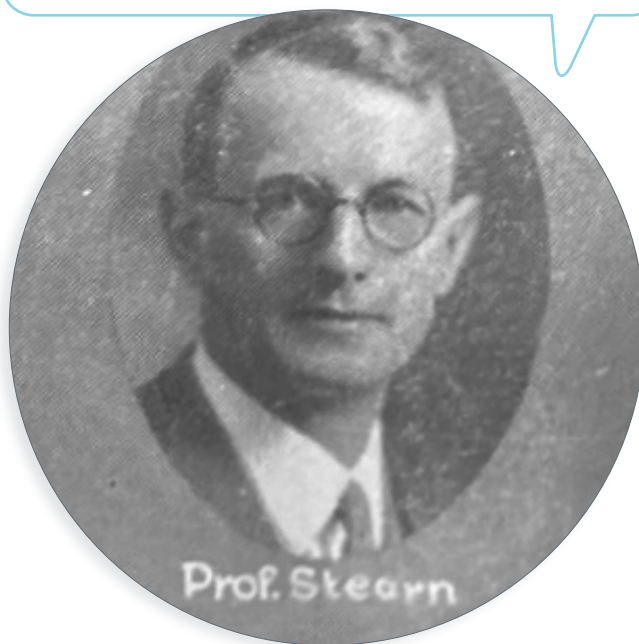
Values and priorities

Stearn was the leader who most carefully stated the purpose of extension at McMaster. In 1948, Stearn wrote an essay, published by McMaster's Director of Planning and Development (R.W. Frost), entitled "University and Community in the Canadian Democracy." That essay positioned the democratization of access to higher education as the central purpose of extension at McMaster. Stearn (p. 8) noted that "only about five percent of the population ever see the inside of academic walls," and he went on to answer the question "what does the university do?" for the other ninety-five percent. To answer this question, Stearn summarized the programs documented in Part I of this booklet – evening classes, summer school, extramural studies, and off-campus classes.

Stearn concluded his essay with claims about the role of extension in enabling people from all social class backgrounds to benefit from universities.

He (pp. 17-19) reported the results of "a recent Gallop Poll of Canadian citizens" that had asked the question, "Do you feel the universities benefit only those people who go or do you feel they benefit the whole community to any extent?" Stearn reported that, according to the poll, "the labour classes are less convinced (53 percent) of the public benefit derived." He further claimed following:

"That percentage will rise as labour is convinced that the university has something to offer them. It shall be the policy of the Department of Extension to assist in breaking down any middle walls of partition which misunderstanding and prejudice may have built between class and class" (p. 19).



Stearn linked the democratization of higher education with the adult education movement. He (p. 8) argued that "Adult Education" was "on the rise" in Canada, that universities were "becoming increasingly aware of their responsibilities in this field," and that his purpose as Director of Extension at McMaster was "to consider the part the university can and should play in this great movement" (p. 8).

In his *Annual Reports*, Stearn stressed the importance to McMaster of democratizing access to higher education. In 1948 (pp. 1-2) he wrote:

“There is no activity more befitting the dignity of a university than the extension of its facilities to keen students who, whether through poverty, accident of birth or lack of opportunity due to some other cause, are unable to find either money or time to attend the regular winter sessions of the institution.”

In 1955, Stearn wrote about how “more fortunate regular students” sometimes looked down upon Extension students – “men and women who more frequently than is generally supposed, having missed a university education in their youth, have determined, even at great sacrifice, to redeem a lost opportunity” (p. 2). He added: “a university education is the right of every man or woman who desires it and can measure up to its standards.” Stearn regularly celebrated the role of university extension in democratizing higher education by expanding access to those who – typically due to social class position – did not have the resources of money and time to enroll as regular undergraduates.

Stearn was not alone in emphasizing the role of McMaster of democratizing access to higher education. In his 1959-60 *Annual Report*, President George Gilmour highlighted contemporary social change and argued that access to higher education was an important goal:

“Higher education, once regarded as the privilege of the professional and clerical few, is thought of as the need and even the right of the many. Certainly, in a day when the need for unskilled labour is declining, when our immense investment in machines must be matched by investment in highly skilled men to run them, and when the speed and complexity of civilized life make wise leadership in politics and social services increasingly imperative, the provision of the means to provide adequate leaders becomes more of an insurance premium payment or an investment than a philanthropic gesture” (p. 1).

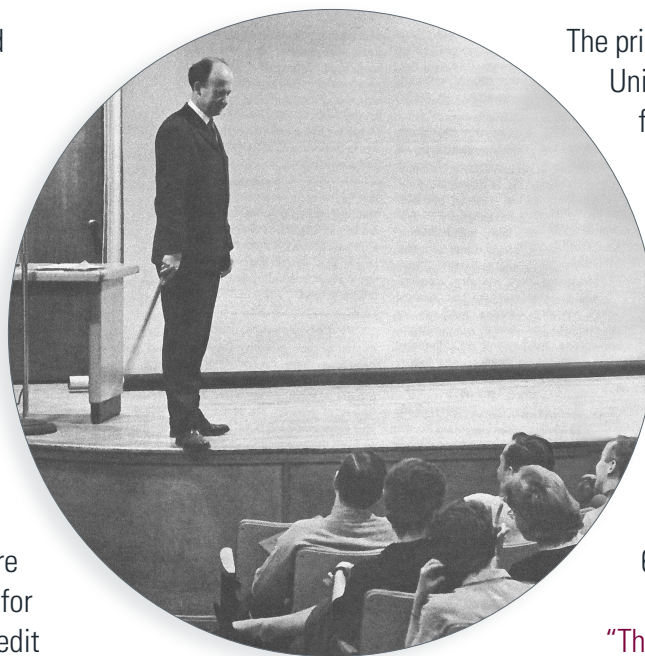
While Gilmour did not mention extension in this report, his comments on education as the “right of the many” closely reflected Stearn’s prior work to position the democratization of higher education as the central purpose of extension work.

If democratizing higher education was the purpose of extension at McMaster, then what forms of educational programming took priority for the Department of University Extension? Stearn clearly defined his department’s priorities in his 1948 *Annual Report*, in which he defined “extension” in contrast to “adult education” and defended the focus on extension at McMaster. Stearn (p. 1) stated that there were “important divisions into which all modern extension work must fall” and he defined those divisions as “activities which may be included under the general title of ‘Adult Education’ on the one hand, and studies which are purely academic and are literally an ‘extension’ of the work of the regular academic session.” Stearn carefully defined these two terms:

“This word “Extension,” however, is in danger of ceasing to connote this latter class of work. At UBC for instance, as I learned on my recent visit, there is a large and growing department of “Extension,” but this department leaves severely alone all work entailing academic prerequisites, standards or examinations. In other words, it is concerned only with “Adult Education” as we at McMaster have hitherto defined it. I think this is an unfortunate misuse of the word and would suggest that we adhere strictly to the special use of this word, as defined above, and confine it to studies which are either a facsimile of the regular courses or at least conform to the principles by which their content and standards are safe-guarded” (p. 1).

Stearn (pp. 1-7) went on to provide a detailed description of the four major modes of delivery through which the McMaster Department of University Extension organized higher education: evening classes, off-campus classes,

correspondence classes, and summer school. He then characterized McMaster's offerings in the broader field of adult education as "meagre in the extreme" (p. 7). He listed non-credit initiatives identified in Part I of this booklet – public lectures, broadcasts at the Mountain Sanitorium, evening courses of general interest, the extension lecture service, and the opportunity for auditors to attend degree-credit evening courses. Following a brief description of these initiatives, Stearn concluded: "I wish to emphasize the inadequacy of our own present response to the needs of our immediate constituency in the field of Adult Education" (p. 8). He asked that the president of McMaster appoint someone to lead efforts to expand the university's work in adult education. Stearn and McCallion repeated such requests throughout the 1950s. Despite such advocacy, McMaster's priority remained with extension rather than adult education until the mid-1960s.



The priority of the Department of University Extension shifted from extending opportunities for part-time degree-credit study to providing a broad range of adult education programs after responsibility for part-time degree-credit students was transferred to the Faculty of Arts and Science in 1963. In his *President's Report* for 1963-64, Thode wrote:

"The Department of Extension may have seemed, to the outside world, to resemble a shorn lamb, now that the Extension students working towards the B.A. and B.P.E. degrees have become the responsibility, in every respect, of the Faculty of Arts and Science; but if the metaphor holds true at all it does so most apparently in the feeling of freedom which the fleecing has given. The members of the Department are now free to devote its resources to programmes which they have the right to initiate and over which, guided by the advice of appropriate colleagues, they have control" (p. 14).

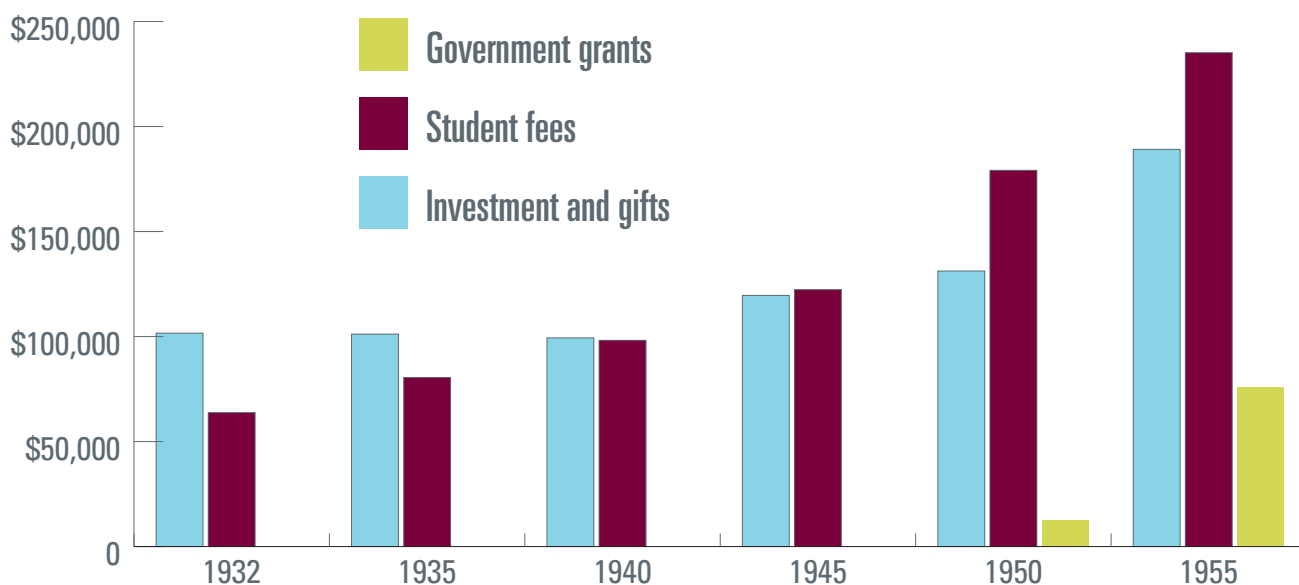


Figure 6. Sources of revenue at McMaster, 1932 through 1955
(Source: Annual Reports of the Senate and Board of Governors of McMaster University)

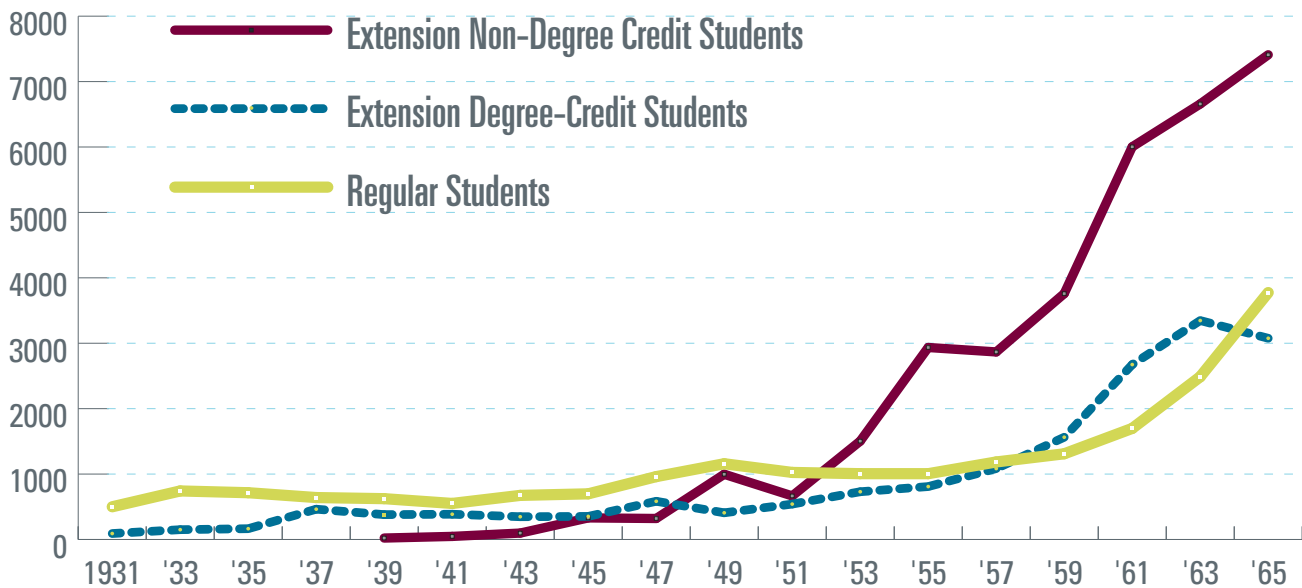


Figure 7. Headcount enrollments at McMaster, 1930 through 1965

Once the mandate of the Department of Extension became squarely focused on non-degree-credit activities, programs leading to certificates and professional designations diversified and expanded, and informal adult education initiatives (such as the Shakespeare Seminars and the Subscription Film Series) blossomed. Beginning in 1965, McMaster published a separate *Calendar* of non-credit, general interest courses in the arts, humanities, and social sciences.


Financial impact

While democratizing access to higher education was a central value of extension leaders at McMaster, readers should also understand the significance

of extension work to enhancing the financial sustainability of the institution. In this regard, it is important to note that, due to its affiliation with the Baptist Church until 1957, McMaster did not receive significant government grants until the mid-1950s. As such, the impact of tuition paid by extension students was particularly important to the institution's overall revenues from 1930 through the early 1950s. Figure 6 documents the revenues received by McMaster, by source, for selected years between 1932 and 1955. Figure 6 also shows that revenues from student fees grew from 39 percent of total revenues in 1932 to 55 percent of total revenues in 1950, until falling due to the receipt of government grants. This is because tuition revenues increased much faster in these years than did income from gifts and investments.

THE COURSE IN DRAMATIC ARTS (July 6-27)
under Agnes Grieve McLean, M.A., B.E.

Agnes Grieve McLean is a graduate of Coe College, Cedar Rapids, Iowa. She holds also a Master of Arts degree from the University of Illinois. She has pursued post-graduate studies at Columbia College of Expression, affiliated with the Chicago University, whence she obtained the degree, Bachelor of Expression. Her wide experience includes the teaching of dramatics at Stephens College, Missouri, the direction and production of plays and operettas for the Philharmonic and Union Literary Society of the Ontario Agricultural College, for McMaster University Dramatic and Musical Societies, the Guelph Little Theatre, the Player's Guild of Hamilton and for Community Programmes under the Ontario Department of Education.




Agnes Grieve McLean

THE COURSE IN ARTS AND CRAFTS (July 6-27)
under Jessie Wilson Watson, M.A.

Jessie Wilson Watson is an Honours graduate of Edinburgh University, (with first class honours in Geography). During her undergraduate years she studied Fine Arts under Professor Talbot Rice, and assisted in the Victoria and Albert Museum.

She maintained her interest in arts and crafts, along with her special field of study, at Cambridge University, where she did post-graduate work in the Department of Education, taking a course in Handicrafts and another in the methods of teaching Art.

While at Cambridge she assisted with the programme in crafts at the first Rural College to be established in England.



Jessie Wilson Watson

From the McMaster University Extension Calendar, 1948

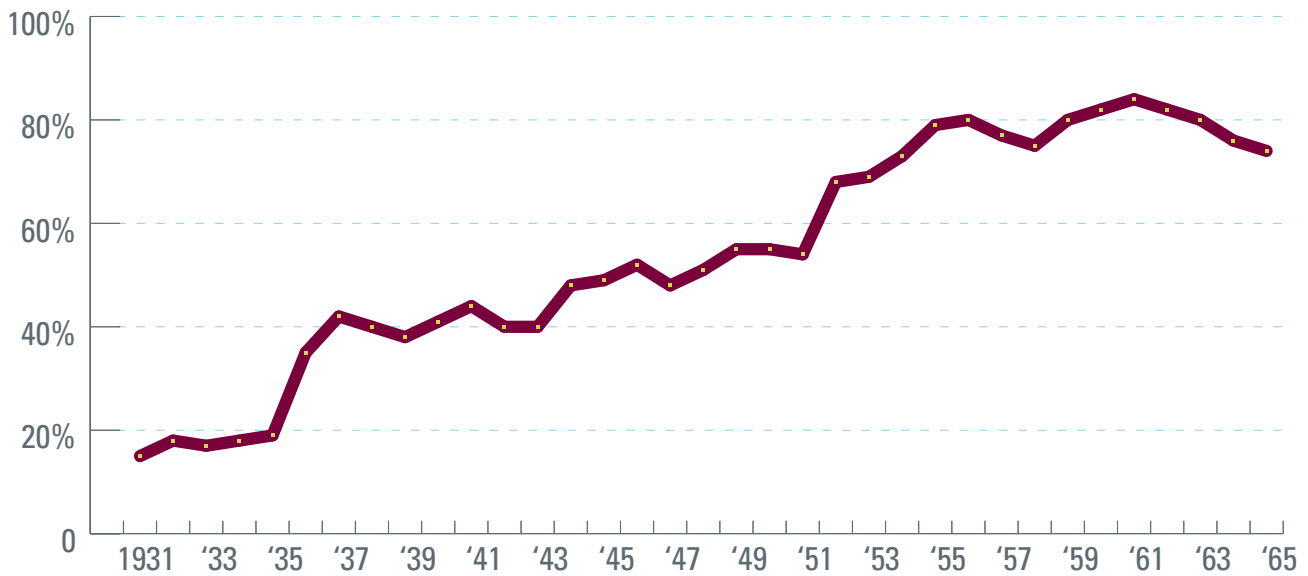


Figure 8: Extension students as a percentage of total McMaster student body, 1930 through 1965

(Source: The President's Report, 1964-65, p. 105)



McMaster institutional records do not report revenues received from extension students as distinct from regular students. However, Figures 7 and 8 show that extension students grew to comprise 40 percent of the student body by 1937 and 50 percent of the student body by 1946. Each extension student would have paid less tuition than each regular student, due to extension students' part-time status. Nevertheless, one can see from figures six through eight that the Department of University Extension had a very significant impact at McMaster – both in terms of expanding enrollments and in terms of generating revenues.

In the 1960s, the importance of student fees to overall institutional revenues dropped significantly at McMaster. Figure 9 shows that by 1964-65 government grants had become the most important source of revenue, with revenues from student fees being only modestly higher than revenues from research grants and contracts.

The shifting importance of different sources of income helps explain the declining institutional prominence of the Department of University Extension following the separation of McMaster from the Baptist Church in 1957. In the 1940s and 1950s, McMaster depended primarily upon student fees to sustain and grow its operation. This changed dramatically in the late 1950s and early 1960s, when government grants and research revenues quickly grew. As such, the importance of part-time and non-degree-credit students to institutional finances declined precipitously, as did the prominence of the Department of University Extension.

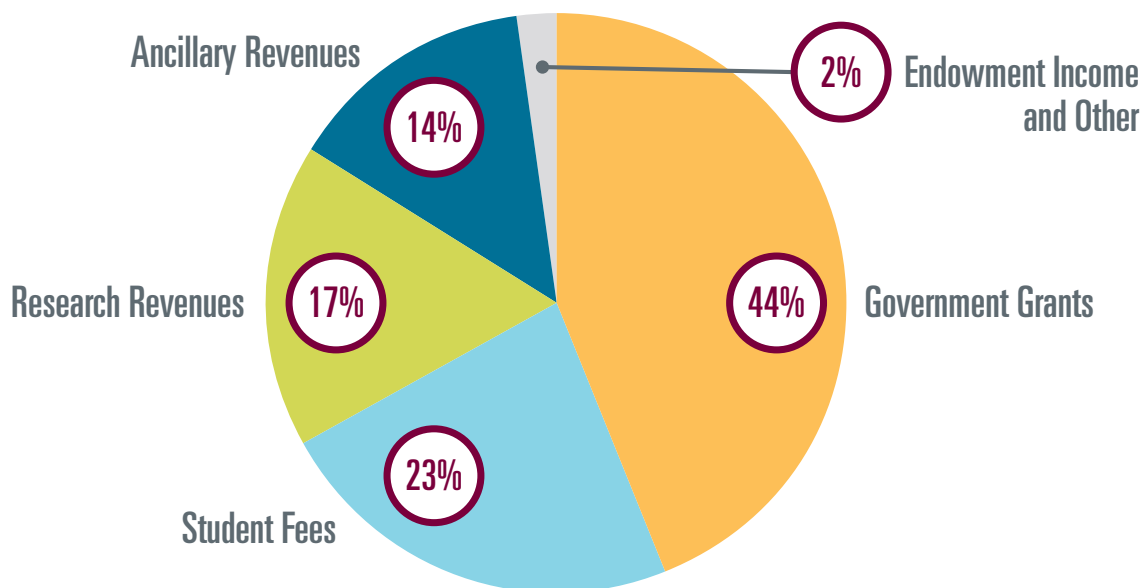


Figure 9: Sources of revenue at McMaster, 1964 through 65

(Source: *The President's Report, 1964-65*, p. 105)

Marketing and promotion

While the nature of extension programs evolved considerably over the years, the Department of University Extension consistently invested resources in marketing and promoting its programs. In the early 1900s McMaster, like all other Canadian universities in that era, published an annual *Calendar* that described its composition, programs of study, and regulations. With the establishment of the Senate Committee on Extension Work in 1930, people at McMaster quickly realized that further marketing would be required to raise awareness of extension programs and ensure that adequate numbers of students enrolled in such programs.

In 1930 McMaster began placing newspaper advertisements to advertise extension courses available to people in the Hamilton area. The first



Newspaper advertisements, 1938

SEPT 9 1950

EVENING CLASSES McMASTER UNIVERSITY

ALL CLASSES BEGIN IN THE FIRST
WEEK IN OCTOBER—REGISTER EARLY

ACADEMIC

MONDAYS: Political Economy 123 (Economic History), English 306 (English Literature), Psychology 323E (Mental Hygiene), Philosophy 206 (Historical Survey).

TUESDAYS: Mathematics 343E (Astronomy), History 206 (European), English 106 (Literature), Psychology 316E (Vocational), Fine Arts 343E (Modern Art).

WEDNESDAYS: Geography 236E, Psychology 106 (General).

THURSDAYS: Mathematics 106 (Calculus), Psychology 333E (Occupations), Psychology 343E (Counselling), French 106.

FEES for the above credit subjects are \$39 for the six-unit classes (e.g. 306) and \$19.50 for the three-unit classes (e.g. 123). Register in Registrar's Office (Room 102).

"Listeners" are invited to attend all these classes for \$20 and \$10 respectively. These register through the Extension Office (Room 105).
Phone 3-7104 (local 18) for the Blue Booklet for full details and descriptions.

GENERAL

MONDAYS: Accident Prevention, Business Mathematics (R.I.A.), Cost Accounting II (R.I.A.), Magazine Writing*, Spanish*.

TUESDAYS: Accounting I (R.I.A.), Accounting II (R.I.A.), Industrial Engineering (Introductory), Public Speaking*, Religious Workers' Course, Russian*.

WEDNESDAYS: Industrial Organization and Management (R.I.A.), German (Introductory). XX

THURSDAYS: Cost Accounting I (R.I.A.), Dramatics*, English Composition and Essay Writing*, Industrial Engineering (Advanced).

FRIDAYS: Industrial Legislation (R.I.A.), Portuguese*.

FEES for the above subjects vary. Those marked with an asterisk are all \$10.00. Those marked (R.I.A.) are \$10.00 per term for "Listeners," but others should contact the office of The Society of Industrial and Cost Accountants (2-0700). For details of the courses in Industrial Engineering phone (3-7104—local 18) and receive special pamphlet. Ask also for the Blue Booklet with full details and descriptions of courses.

Hamilton Spectator, Sept. 9, 1950.

with addition of German.

such advertisement encouraged people to attend degree-credit evening courses in arts and science. Over the course of the 1930s and 1940s, newspaper advertisements and journalists' coverage of university affairs were important means through which potential students became aware of extension programs offered at McMaster. Such advertisements were supplemented with posters and information sheets distributed to individuals and groups presumed to have an interest in particular extension programs — either through direct mail to individuals or through the posting of materials in places such as public libraries.

For most of the extension era at McMaster, two forms of print materials formed the core of marketing and promotion efforts. First, detailed booklets were used to provide potential

McMASTER UNIVERSITY ACCIDENT PREVENTION COURSE

begins

Monday, October 16, 8 p.m. 11/10/50

Last call for

REGISTRATION

Tickets \$5.00 (\$3.00 each for groups of 5)

Send Fees to the Director of Extension

Phone 3-7104

Hamilton Spectator,

Oct. 11, 1950.

students with comprehensive information about extension programs. From 1936 through 1945 McMaster published a Summer School Bulletin or Calendar that described the courses to be offered each summer and provided an application form with which students could register. From 1945 through the early 1960s information regarding summer school was integrated with the overall Calendar of the Department of University Extension. Second, promotional brochures were distributed for specific courses and programs. The first such brochures appeared in 1942, and, as can

McMaster University Calendar 1959-60

DEPARTMENT OF UNIVERSITY EXTENSION



be seen in the examples included on these pages, they became more colorful and graphically sophisticated over the years.

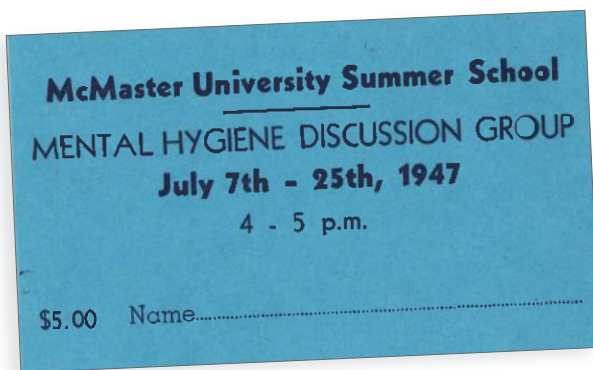
The Department of University Extension engaged more intensively in marketing and promotion efforts than did the traditional faculties at McMaster. This reflected the fact that extension programs – despite containing academic content that mirrored content delivered in regular, daytime programs – were innovative in two important ways. In terms of student body, extension students were different from regular day students because they attended part-time by taking courses in the evening and because most of them were mature adults working full-time during daytime hours. In terms of credentials earned, extension programs were different from regular



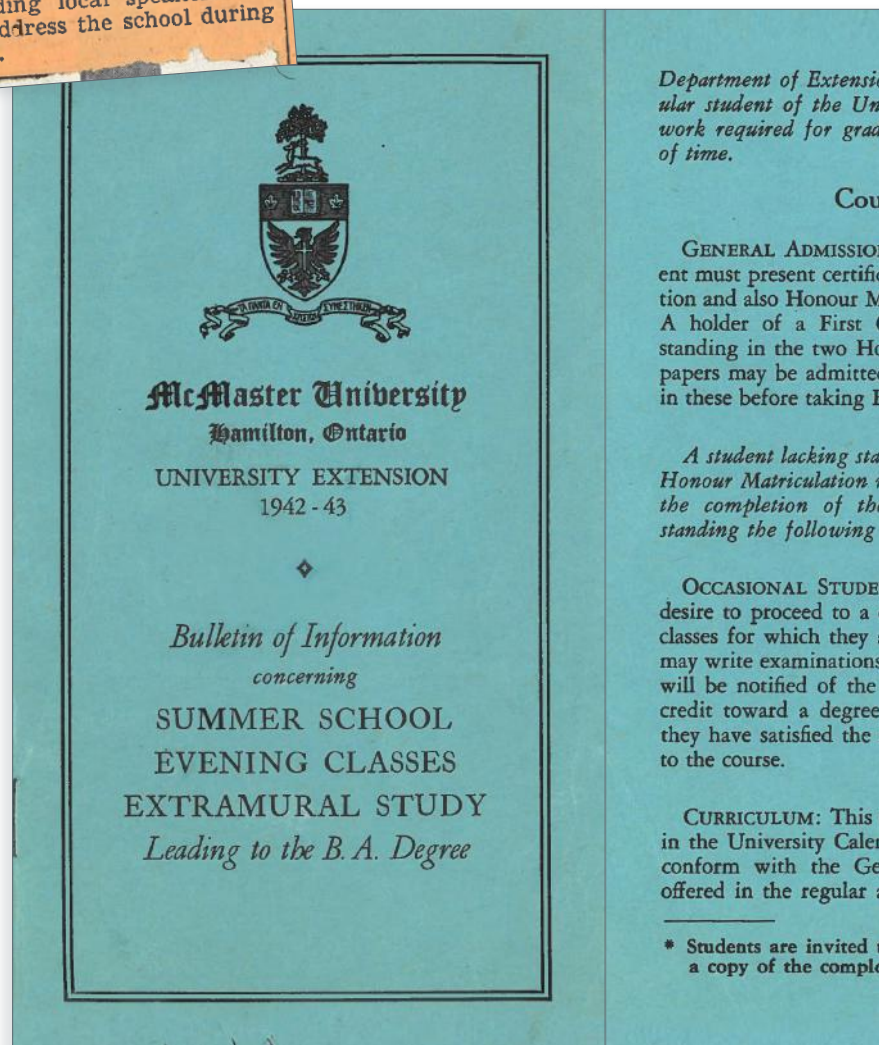
of the traditional student body, and since extension programs offered credentials that had not previously been part of the traditional university repertoire, special effort was required to market and promote those programs.

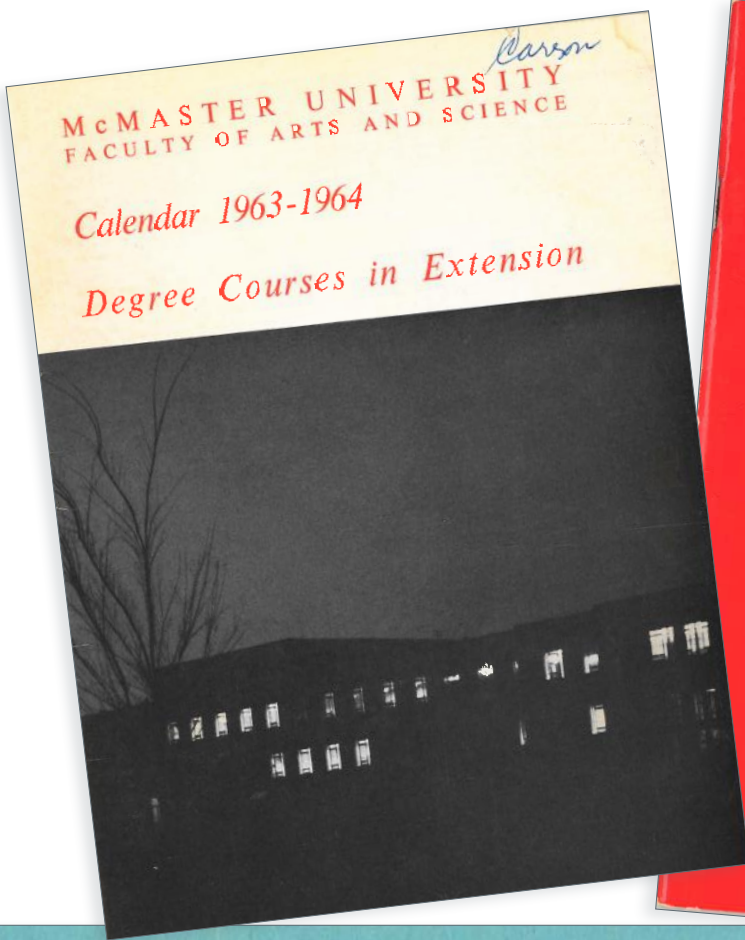
In the previous section of this booklet, we showed that in the 1950s and early 1960s, far more students enrolled in extension programs than in the regular degree-credit programs at McMaster. Marketing and promotion work was central to the expansion and democratization of access to higher education that took place in those decades.

(Left) *Hamilton Spectator*, July 14, 1938



degree programs because they either offered new pathways to obtaining university degrees (i.e., through part-time study in evenings and summer months), new credentials that had not previously been offered by the university (i.e., certificates, diplomas, and professional designations), or no credentials at all. Since extension programs were oriented towards populations that had not previously been part





... can register as a reg-
... and thus complete
... in a shorter period

... 18

... To be admitted, a stud-
... of full Pass Matricula-
... in nine papers.
... Class certificate who lacks
... Honour Matriculation French
... but must obtain standing
... French 10.

... in any one subject of
... may be admitted, subject to
... the necessary Upper School
... year.

... Students who do not
... degree may be admitted to
... are qualified. Such students
... if they desire to do so, and
... standings they obtain, but
... will not be granted until
... requirements for admission

... course, known as Course 18
... ar *, has been revised to
... neral (three-year) Course
... academic session.

... o apply to the Registrar for
... te Calendar.

The curriculum consists of 17½ majors, of which 9 are required and 8½ are elective:

Required Subjects:

- English 10, 20 2 majors
- History 10, 20 2 majors
- French 10, 20 2 majors
- Psychology 10 1 major
- Biblical Literature 11 or 31 . . . 1 major
- Science (from the list of electives) 1 major

Elective Subjects:

In addition to the above, 8½ majors must be chosen from the list of electives appearing on page 51 of the University Calendar. Of these, six must be numbered 20 or above.

NOTE: Students who have already enrolled in Course 18 and have completed part of it, should apply in writing to the Registrar for a statement of their academic position as affected by the revision of the course.

Summer School

(July 6 to August 14, 1942)

SUBJECTS OFFERED:

- English 10 (2a), English 20 (3a), French 10 (2a), French 20 (3a), Biblical Literature 31 (3e - Old Testament), Political Economy 10 (2a), Biology 13 (Human Anatomy and Physiology), History 20 (3a), Psychology 31 (Vocational Guidance).

SUPPLEMENTARY STUDIES: After registration in any given course students will receive a syllabus

Fees

Tuition, examination and library fee, per major subject †	\$28.00
Tuition, examination and library fee, per minor subject	\$14.00
Social Fee*	1.00
Residence, including board per week	9.00
Residence, including board from Monday to Friday only . . . per week	6.75
Residence, including board for the complete six weeks	54.00
Residence, including board, Monday to Friday only for six weeks	39.00

NOTE: No student will be allowed to write an examination without having previously paid the necessary fees.

Occasional students who desire to attend the lectures but not to write the examinations will be admitted at half the regular fee.

APPLICATION FOR ADMISSION: Application should be made to the Registrar of the University for forms of admission.

The Director of University Extension will be glad to answer all enquiries.

* This fee is used to form a fund administered by a duly elected Social Executive Committee to arrange social affairs for the student body during the session.

† This change in fee is made in view of the reduction in the number of courses required (p. 5) and the rearrangement of syllabus provisions.

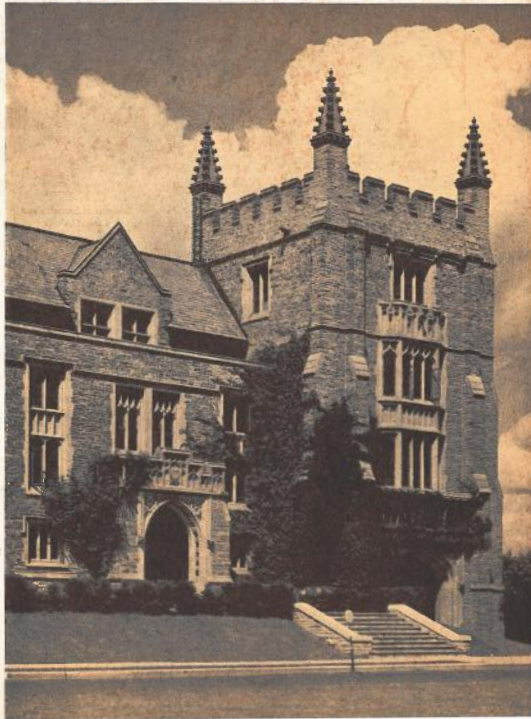
McMASTER UNIVERSITY
HAMILTON - ONTARIO - CANADA

Department of
UNIVERSITY EXTENSION
1947-1948

SUMMER
SCHOOL
1947

July 2nd
to
August 13th

- Teachers' Permanent Certificate
-
- B.A. Course
-
- Vocational Guidance Diploma
-
- Dr. Jager's Lectures
-
- Community Leadership Week
-
- Craft Shop
-
- Evening Classes 1947-8

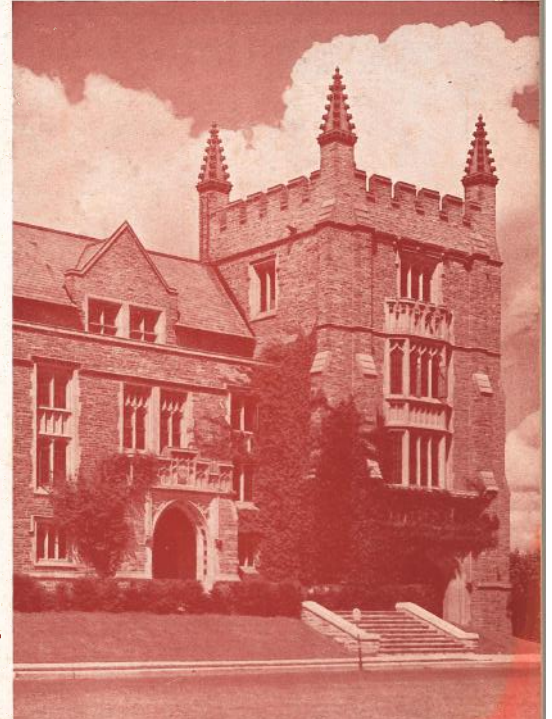


McMASTER UNIVERSITY
HAMILTON - ONTARIO - CANADA

Department of
UNIVERSITY EXTENSION
1948-1949

SUMMER
SCHOOL
1948
July 5th
to
August 13th

- Teachers' Permanent First-Class Certificate
-
- B.A. Course
-
- Vocational Guidance Diploma
-
- Dramatics
-
- Crafts
-
- Current Events
-
- Community Programmes
-
- Evening Classes 1948 - 1949



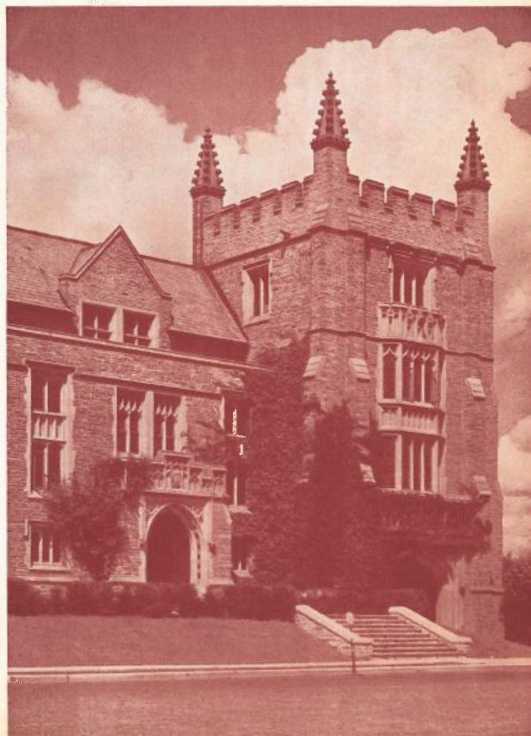
McMASTER UNIVERSITY
HAMILTON - ONTARIO - CANADA

Department of
UNIVERSITY EXTENSION
1953-1954

SUMMER
SCHOOL
1953
July 6th
to
August 14th

- B.A. Course
-
- Vocational Guidance Diploma
-
- Grade XIII French
-
- Evening Classes 1953 - 1954

Phones
3-7104
2-7836



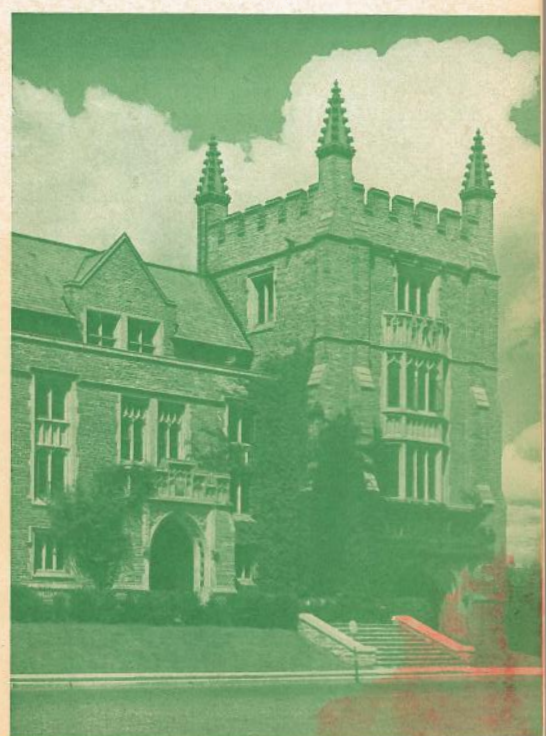
McMASTER UNIVERSITY
HAMILTON - ONTARIO - CANADA

Department of
UNIVERSITY EXTENSION
1954-1955

SUMMER
SCHOOL
1954
July 5th
to
August 13th

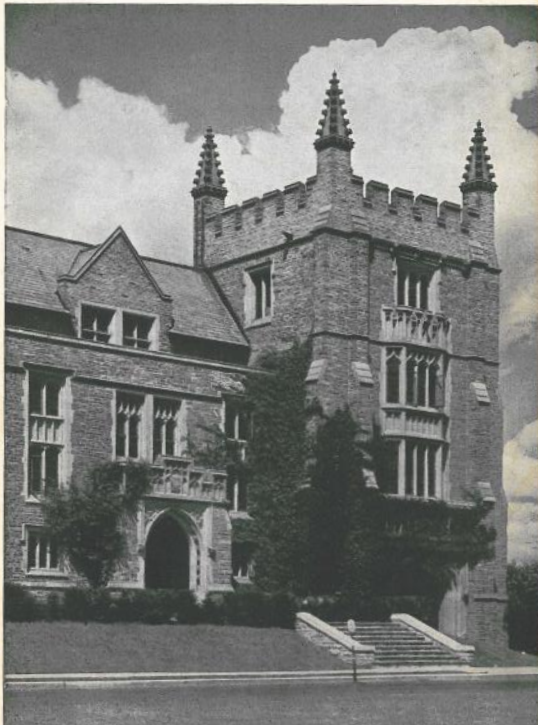
- B.A. Course
-
- Vocational Guidance Diploma
-
- Grade XIII French
-
- Grade XIII Geometry and Trigonometry
-
- Evening Classes 1954 - 1955

Phones:
JA 9-7102
JA 2-7836



McMASTER UNIVERSITY
HAMILTON - ONTARIO - CANADA
Department of
UNIVERSITY EXTENSION
1951 - 1952

SUMMER SCHOOL
1951
July 3rd
to
August 10th
•
Teachers' Permanent First-Class Certificate
•
B.A. Course
•
Vocational Guidance Diploma
•
Beginners' French and Spanish
•
French Conversation
•
Folk Dancing
•
Evening Classes
1951 - 1952
•
Phones
3-7104
2-7896



McMASTER UNIVERSITY
HAMILTON - ONTARIO - CANADA
Department of
UNIVERSITY EXTENSION
AND
SUMMER SCHOOL 1952

SUMMER SCHOOL
1952
July 7th
to
August 15th
•
Teachers' Permanent First-Class Certificate
•
B.A. Course
•
Vocational Guidance Diploma
•
Grade XIII French
•
Evening Classes
1952 - 1953
•
Phones
3-7104
2-7896



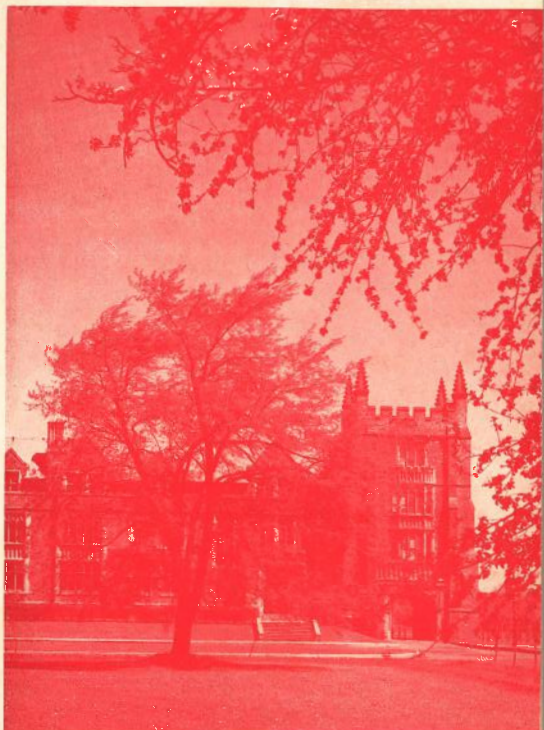
McMASTER UNIVERSITY
HAMILTON - ONTARIO - CANADA
Department of
UNIVERSITY EXTENSION
1955-1956

SUMMER SCHOOL
1955
July 4th
to
August 12th
•
B.A. Course
•
Matriculation
French
English
Geometry
Trigonometry
•
Evening Classes
1955 - 1956
•
Extramural Courses
•
Phones:
JA 9-7102
JA 2-7836



McMASTER UNIVERSITY
HAMILTON - ONTARIO - CANADA
Department of
UNIVERSITY EXTENSION
1956 - 1957

SUMMER SCHOOL
1956
July 3rd
to
August 11th
•
B.A. Course
•
Matriculation
English
French
Spanish
Algebra
Geometry
Trigonometry
•
Evening Classes
1956 - 1957
•
Extramural Courses
•
Phones:
JA. 9-7102
Evenings:
JA. 2-7836



Conclusions

The extension era at McMaster was characterized by significant growth and innovation. From two small programs inherited from the University of Toronto in 1930, McMaster developed one of the largest extension programs in Canada by the late 1950s. This dramatic expansion was driven by a commitment to democratizing access to higher education, and a focus on evening classes as the primary mode for the



delivery of instruction. As an institution, McMaster grew substantially from the 1930s to the 1960s, and extension played an important role in building enrollments and revenues for the university. The strategic importance of extension in enabling McMaster to grow into a major university is one that should not be forgotten. Also important were the contributions of extension to institutional engagement with local communities in Hamilton and the Niagara Peninsula, and to innovation in programming, pedagogy, and marketing.

McMaster was not an early entrant to the extension field; by 1930, universities of Saskatchewan, Alberta, Toronto, Queen's, Western Ontario, McGill, Mount Allison, and St. Francis Xavier had all established extension departments. However,

McMaster became an important innovator in extension work. Beginning in the mid-1950s, the delivery of non-degree certificate programs and professional designations at McMaster transformed extension work in a way that was pathbreaking for Canadian universities. These forms of extension programming were not novel. Queen's had worked since 1921 with the Institute of Chartered Accountants of Ontario to provide courses required for the C.A. designation. Toronto had worked since 1939 to deliver a Certificate in Business. At McMaster, leaders like Stearn and McCallion modified such work by hiring contract faculty specifically to teach in part-time programs, and by developing credentials oriented towards people already holding bachelor's degrees. The proliferation of professional designation and certificate programs drove a dramatic rise in enrollments and tuition revenues at McMaster. It also constituted an innovation that was later adopted by universities across Canada – an innovation reflected in the transition from “extension” to “continuing education” in the names of departments at Canadian universities.



Both extension and continuing education refer to processes through which universities offer educational programs to people who are not enrolled as regular students. They involve degree-credit and non-degree-credit programs, and a mix of delivery methods, including evening courses, short workshops, and distance education. Key differences are that extension programs are typically delivered by tenured faculty members, while continuing education programs are typically delivered by contractual staff; additionally extension programs are typically designed for students who do not possess post-secondary credentials, while continuing education programs are typically designed for those who do (even though “open admissions” policies often give adults without post-secondary credentials the

opportunity to register in continuing education programs). Symbolically, the end of the extension era in Canada took place in 1974, when the Canadian Association of Directors of Extension and Summer School was renamed the Canadian Association for University Continuing Education. While McMaster was not one of the first universities to establish an extension department, it was an innovator in adopting continuing education practices. McMaster opened its Department of Continuing Education in 1968, well before most of its peers, including other early adopters of continuing education nomenclature: British Columbia (1970), Toronto (1972), Queen’s (1974), and Manitoba (1976). The story of the continuing education era at McMaster should be the subject of future research. 🏰



Timeline



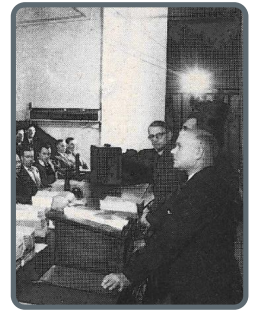
McMaster opens its doors in Toronto

1890



Students allowed to enroll extramurally

'07 1910



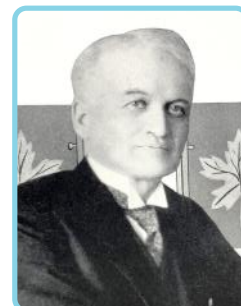
Senate Committee on Extension Work established

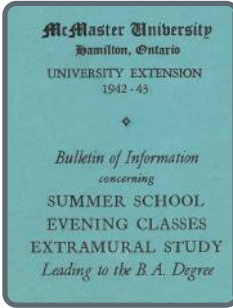


McMaster moves to Hamilton

1930

1923-1941
Howard Whidden,
McMaster
Chancellor





First Summer School Bulletin published

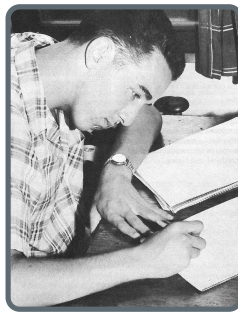
First McMaster certificate program launched



Responsibility for part-time B.A. students moved to Faculty of Arts and Science



Department of University Extension established



First Certificate in Business launched



Department of Continuing Education established

'36

1940'42

'44

1950

'55

1960

'63

'68

1941-1961
George Gilmour,
McMaster Chancellor
/ President



1942-1955
Clement Stearn,
Director of
Extension



1956-1968
William McCallion,
Director of
Extension

