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EDUCATION A LIFELONG PROCESS

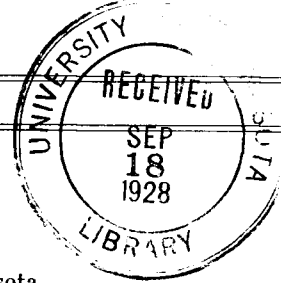
The Interpreter

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No. 1



THE CALF AND THE ROPE

By DR. RICHARD R. PRICE

Director of Extension Division, University of Minnesota



DIRECTOR PRICE

AMONG the psychologists there is a merry war going on. We find on one side the school which insists that all we are and can be in personality and character is predetermined by heredity. On the other side are the equally vehement behaviorists, who limit

student to whom these words are primarily addressed. Nevertheless, there is involved a whole philosophy of life and action.

Are we mere puppets whose actions and destiny are controlled by influences running back through the germ plasm to our remote ancestry? Or are we plastic clay that we may be moulded to any form or end by the pressure of physical surroundings, training, and social status? One way lies fatalism; the other, self-deceiving and fatuous optimism. Shall the individual lean back complacently in the arms of nature and say, "I shall be whatever my inherited traits foredoom me to be"? Or on the other hand shall he say, "Since my training has been deficient and my youthful surroundings unfavorable, it is useless for me to struggle against the inevitable"?

Nay, not so! The imperious and regnant human will must be taken into the calculation. Not in vain did the invincible Henley proclaim: "I am the master of my fate; I am the captain of my soul."

A calf was tied by a rope to a stake in the middle of a green pasture. Around the stake he cropped the grass in ever-widening circles. His ultimate reach was predetermined by the length of the rope, but he wasted no time or energy in bemoaning that fact even if he were aware of it. He did not go to the end of the rope and strain uselessly for what lay beyond. He devoted himself to making the most of what was within his reach. As a practical matter, he never felt his limitations.

To return to human beings, we do not know the limits of our capacities until we have attained those limits. Every human being is a bundle of potentialities. His business is to develop these to the utmost, paying no attention whatsoever to the fact that there are foreordained bounds to his powers. So long as he does not know and cannot know where those bounds are immutably fixed, he need give no thought to the matter. The natural

limits to his capacity may lie far beyond where he thinks they are. His joyous and exhilarating mission is to keep on going until something stops him. The cultivation and development of personality and character is a task so great that the span of life is all too short for its consummation. To waste time in repining over a hypothetically meager congenital endowment is sheer futility. Whether the endowment were meager or lavish can be known only when the race is run and the results appraised.

To change the figure a little, each of us is placed in a high-walled field wherein we are to work out life's achievement. The fact that there are walls need not irk us, for few ever come within sight of those walls. Most of us are content to work within a much more narrowly circumscribed area and never reach out to the limits of our powers. How few men actually develop to the utmost their potential talents and abilities! How few men make the most of what they have! We are caged, cribbed, and confined within self-imposed limits when our natural endowment would enfranchise us for far wider ranges of endeavor. Whoever doubts the truth of this assertion, let him read William James' memorable essay on "The Energies of Men," and be convinced. Most men do not rise to the level of their own innate capacity.

There is a subtle danger in the irrational use of the Intelligence Quotient. The I. Q. measures intelligence, and intelligence is but illy defined. It does not measure courage, stamina, doggedness, perseverance, ambition, and kindred qualities and traits which count heavily in a successful career. Intelligence, while of enormous importance, is only one factor. Teachers know that the lazy bright pupil is often surpassed by the energetic persevering pupil of perhaps inferior intellect. Certainly a razor blade of inferior steel is better to shave with if it is kept honed and whetted to the finest

(Continued on page 2)

the contribution of heredity to merely the physical equipment and put their faith in environment and training. For instance, in a recent book David Seabury makes the somewhat cryptic statement: "We are what we are as characters because of the mental values of the chromomeres." On the other hand, the most prominent exponent of behaviorism, Dr. John B. Watson, also in a recent work counters with his forthright declaration:

"If you start with a healthy body, the right number of fingers and toes, eyes, and the few elementary movements that are present at birth, you do not need anything else in the way of raw material to make a man, be that man a genius, a cultured gentleman, a rowdy or a thug."

In like manner we find Dr. Terman and his school ascribing only about seventeen per cent of the intelligence to the influence of home environment; while Dr. Freeman and his followers tend to attach relatively greater weight to environmental factors. To put it briefly, the psychologists are not yet in anything like unanimity as to the relative importance in human character and achievement of native endowment on the one hand and environment on the other.

At first glance this controversy seems to have little practical importance for the student, and especially for the extension

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Alta J. Jones - - - - - Editor

SEPTEMBER, 1928

Classes Begin October 1

Extension classes of the University of Minnesota begin the week of Monday, October 1, this year. Registration begins on September 24. Let's all get our information and schedules early, so that we can start our work with the first meeting of the classes.

As a supplement to THE INTERPRETER for this month there is a tentative schedule of classes with some bits of general information which will serve as reminders to our old students and as an introduction for our new members.

It is to be emphasized that the enclosed schedule is merely a *tentative* one and that there may be some last minute changes or additions to it. At the offices of registration additional information may be obtained. The student may make his plans from the supplement with a fair degree of certainty, however, as these changes are few and far between.

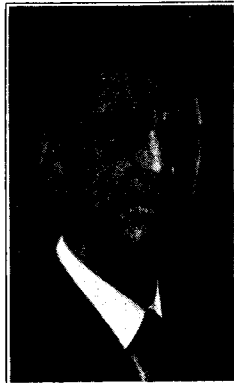
Register On Time!

If you want to be sure that your favorite class continues to function throughout the year, register on time! In this case the early bird catches not a worm, but a whole class. In the advanced courses registrations have the habit of filtering in rather slowly; sometimes the class has been discontinued because of a few tardy people who just do not get around to registering until it is too late. Boost your class by appearing at the first meeting with your card all ready for your instructor.

Extension students pride themselves on the excellent co-operation which enables them to give the best kind of entertainment in the course of the year, now let's use a little of that same spirit, pay down our money, get our white cards, and attend class the first meeting. A good beginning is an omen for the year.

Officers of the staff are waiting in their offices to give any help possible to the student. Those who desire to discuss their plans are urged to come early, because of course they will get attention more promptly when it is least crowded at the offices. Members of the official advisory committee are: S. H. Perry, Science, Literature, and the Arts, and Education; O. C. Edwards, Engineering; Jerome Jackman, Business.

New Members of Extension Faculty



A. H. SPEER

in charge of educational projects for the Minneapolis Y.M.C.A. Mr. Speer is a graduate of Wooster College, Wooster, Ohio, and has been in educational work for the "Y" for the past ten years. He will take the place of Irving W. Jones who is now Assistant President at the University of Idaho.

Mr. Speer will also be in charge of the organization of classes which has been in the hands of Frederick C. Austin, member of the staff for eight years, and head of the Minneapolis down town office for the past four years. Mr. Austin has resigned to go into private business.

From the history department of the University of Minnesota, Mrs. Helen P. Mudgett comes to us as an instructor in history. Mrs. Mudgett has been an assistant in the department from 1921-24 and 1925-26, and has taught extension classes in the past two years. Now she will be a member of the Extension Division Staff.



HELEN P. MUDGETT



NELS A. ANDERSON

concerning correspondence study, book lectures and lyceum courses, and establish short courses and institutes.

As we look at the list of staff members for this year, we find that there are three new names there and that two of the old familiar ones are gone.

As the new head of the Correspondence Study department we have Mr. A. H. Speer, formerly

Helen Whitney Dies

The Extension Division mourns the loss of one of its valued instructors. Miss Helen Whitney, instructor in English, died on June 10. Funeral services were held on June 12, at Lakewood Chapel, Minneapolis.

Miss Whitney was the biographer of Maria Sanford, and held a position on the faculty of the University of Minnesota for more than fourteen years. She then resigned her position because of poor health. For eight years she did private teaching, and during the past year she resumed teaching at the university by instructing in the Extension Division.

Conditions and Incompletes

We wish to remind those students of the past year who received conditions or incompletes in courses that there is no time like the present to make them up. Clear up your record, and have a fresh start for the new year.

The official statement from the bulletin, with regard to these examinations reads as follows:

"Condition examinations will be conducted at the convenience of the instructors. Students having a condition must pass a condition examination within two semesters following the resumption of the student's extension work, otherwise the condition becomes a failure. A fee of \$1 is charged for each such examination.

"A grade of 'incomplete' not removed by the end of the second semester following the resumption of the student's extension work, becomes a condition or a failure as the instructor may direct."

The Goal of Life

Growth is the goal of life. Power, knowledge, freedom, enjoyment, creativity—these and all other immediate ends for which we strive are contributory to the one ultimate goal which is to grow, to become. And the meaning of life is always an emergent concomitant of striving. Otherwise, life is illusion, for ends which can be achieved—which are conceived in terms of static qualities—leave the self without further incentives to growth. If there is at once a tragic and heroic side to life, it lies in this: there are no realizable ultimate goals which can be reached without depriving us—in the very act of consummation—of their meaning.—Edward C. Lindeman, "The Meaning of Adult Education."

(Continued from page 1)

edge of which it is capable than is the blade of finest steel that is dirty and rusty and dull.

What every student needs is the will, the determination, the driving power, to develop his own latent capacity and to rise to his own highest level.

Richard R. Price

SUPPLEMENT TO The Interpreter

TENTATIVE SCHEDULE OF CLASSES FOR MINNEAPOLIS AND ST. PAUL

First Semester, 1928-29—Afternoon and Evening
Beginning Week of October 1—Closing Week of January 28

(This schedule is subject to change without notice. Prospective students, before registering, should consult the final schedule, which will be issued about September 10.)

GENERAL INFORMATION

For Student Guidance

FACULTY REGULATIONS

WHO MAY ENTER.—It is not intended that any regulation should debar from the privilege of these courses any person who can profitably pursue them. Those persons who desire credit toward an academic degree must, however, comply with the regulations governing such degree. Those not desiring credit will be admitted, provided they are sufficiently mature (more than eighteen years of age), and can satisfy the department in which they wish to study that they are able to carry the work profitably to themselves and without hindrance to the class. Students may attend any class once before registering. All classes, except those in swimming, are open to both men and women.

ADVICE ON REGISTRATION.—The Students' Work Committee of the General Extension Division is ready to advise the student who is in doubt as to the classes for which he wishes to register and may be consulted at the office of the General Extension Division on the University Campus.

ADMISSION TO CLASSES.—A class card will be given to the student at the time of registration, which must be presented to the instructor. No student will be regarded as registered in any class until he has paid the required fee and presented his class card to the instructor.

NORMAL LOAD.—A normal load of extension work to be carried by a full time employed student is nine credit hours—the equivalent of three semester classes per week. Twelve credit hours will be allowed by permission of the Students' Work Committee if the student's record of a previous semester warrants. Permission to take more than the maximum of twelve credit hours will be granted under exceptional circumstances.

ATTENDANCE—ABSENCE.—Every student should attend the meeting of his class regularly. For credit toward a degree or a certificate the following rule must be adhered to:

"No student whose absence exceeds three (3) of the regular scheduled sessions of the course for a semester shall be admitted to the final examination of the course without special permission of the Students' Work Committee."

GRADES.—Four grades, A, B, C, and D, are given for work of varying degrees of merit. Work of inferior grade is marked "E" (condition) or "F" (failure). Work which is of at least "D" grade but, because of circumstances beyond the student's control, not complete, may be marked "I" (incomplete).

EXAMINATIONS.—Examinations in all of the subjects given are conducted during the last week of each semester. All students who are eligible for credit and desire it must pass these examinations.

CREDITS

QUARTER CREDIT BASIS.—The credits in the Extension Division are now computed in terms of "quarter" hours, in accordance with the present University usage, and not in "semester" hours, as was formerly the case. One semester credit equals one and one-half quarter credits.

WHAT CREDIT IS ALLOWED.—Each course scheduled in the program carries three (3) credits unless otherwise indicated.

SPECIFY FOR CREDIT.—Students must state at the time of registration whether or not they desire University credit in the courses pursued. Changes from "no credit" to "credit" registration will not be made after the middle of the semester, and then only with the consent of the instructor and at the campus office of the Extension Division.

RESIDENCE CREDIT.—By action of the University Senate, attendance on extension classes in Minneapolis, St. Paul and Duluth is interpreted as meeting the requirement of residence at the University.

SIZE OF CLASSES

MINIMUM SIZE CLASSES.—Classes will not ordinarily be organized for a smaller enrolment than fifteen. Under exceptional circumstances some continuation classes will be conducted for a minimum of twelve students. However, it should be understood that in some classes a

larger registration will be required. Variations of the above rule will be made only at the discretion of the director.

Any course announced may be withdrawn if the registration for that particular course is considered insufficient. In case of withdrawal of any course the full fees paid will be refunded.

LENGTH OF COURSES

SEMESTER PERIOD.—Most of the classes meet once a week for two hours for a semester of sixteen weeks with an additional week for final examinations.

CHANGE OF REGISTRATION

Students already registered, desiring to change registration to a different class, should consult the General Extension office promptly in regard to this change in order that their work may not be handicapped.

FEES

REGISTRATION.—The fee for an extension class meeting one evening a week for two hours, and continuing through one semester of seventeen weeks with three hours credit, is \$10. Wherever the fee is more or less than this standard the amount is stated in the program of classes. The tuition fee does not include the cost of texts or materials.

All fees are payable at the time of registration, and registration should not be deferred longer than the second meeting of any class. Checks should be made payable to the University of Minnesota.

Registration as a rule will not be taken at classes but must be made either at the city offices or at the campus office of the Division.

REDUCTIONS AND SPECIAL FEES

In case a student takes three or more classes simultaneously, a reduction of 10% is made in the total fee of \$30 or more.

LATE REGISTRATION.—All students are urged to register before the first meeting of the class. An additional privilege fee for late registration is charged as follows: \$1 per course during the third week of the semester, and \$2 per course during the fourth week. Each week is construed to extend through Saturday evening. Two meetings of each class will therefore have been held before these privilege fees become operative. No registration will be accepted later than the fourth week of a semester after the week in which the class begins, without the approval of the Students' Work Committee. The last day for registration without payment of the late registration privilege fee will be Saturday, October 13, 1928.

Beginning with the second semester, the additional privilege fee for late registration will be charged after the first week of class sessions.

REFUNDS

Students who cancel their registration before the middle of any semester may obtain a pro rata refund of the tuition fee, provided written notice is given the office of the General Extension Division at the time of cancellation. No refund is made after the eighth week of the semester. In no case will a refund be made to a student of a class organized on a minimum registration basis. Two dollars (\$2) of each fee is non-refundable, being withheld to cover expenses of registration.

TEXTS AND MATERIALS

Texts to be used in the different classes are assigned by the instructors in those classes. The registration fee does not include the cost of such texts or other materials for use in these classes. Where mimeograph material is supplied in place of a basic text, a uniform charge of \$1 is made payable at the time of registration.

FURTHER INFORMATION

For further information as to admission, description of courses, fees, prerequisites, credits, etc., see the Bulletin of the General Extension Division, a copy of which will be sent upon request to the General Extension Division, University of Minnesota, Minneapolis, Dinsmore, 2760.

Classes in this schedule are listed under headings of Science, Literature, and the Arts, Business, Education and Engineering. The place where classes are held, Campus, Minneapolis (downtown), and St. Paul (downtown) are indicated under the heading (Place). For list of abbreviations, see at end of program.

SCIENCE, LITERATURE, AND THE ARTS CLASSES

| SUBJECT | TIME | PLACE | INSTRUCTOR | SUBJECT | TIME | PLACE | INSTRUCTOR |
|--|-----------|-------------------------|------------|---|--------|---------------------------|------------|
| Anatomy | | | | Home Economics | | | |
| 4 Human Anatomy (\$15.00) | M, T7:30 | 304 Anat. Bldg. | Erdman | 3 Textiles | W4:00 | Mpls. Voc. H. Sch. 102 | Caplin |
| | | | | 3 Textiles | W7:00 | Mpls. Voc. H. Sch. 102 | Caplin |
| Animal Biology (See Zoology) | | | | 3 Textiles | Th4:00 | St. P. Y. W. C. A. | Caplin |
| Art | | | | 3 Textiles | Th7:00 | St. P. Y. W. C. A. | Caplin |
| Art Ed. 1 Fundamental Principles of Design I | M7:15 | Mpls. West H. Sch. 215 | Hanley | 4ex Clothing Selection | M7:30 | St. P. Y. W. C. A. | Gorham |
| Art Ed. 1 Fundamental Principles of Design I | W4:15 | St. P. Pub. Lib. 2 | Hanley | 4ex Clothing Selection | W7:30 | Mpls. Voc. H. Sch. | Gorham |
| Art Ed. 4 Still Life | W7:15 | St. P. Mar. Jr. | Hanley | 6ex Food Marketing | T7:30 | St. P. Y. W. C. A. | Glockler |
| Art Ed. 7 Sketching (2 credits) | M4:00 | Mpls. West H. Sch. 215 | Hanley | 6ex Food Marketing | Th7:30 | Mpls. Voc. H. Sch. 103 | Glockler |
| Art Ed. 33 Bookbinding (2 credits) | T7:30 | Ca. Old Phys. Bldg. | Ross | 13 Clothing Planning and Construction B | T7:30 | St. P. Y. W. C. A. | Gorham |
| For additional courses in Art see under Engineering classes. | | | | 13 Clothing Planning and Construction B | Th7:30 | Mpls. Voc. H. Sch. 102 | Gorham |
| Business Law | | | | Journalism | | | |
| For courses in Business Law see under Business classes. | | | | 13 Introduction to Journalism | W7:30 | Mpls. C. H. 236 | Steward |
| Chemistry | | | | 13 Introduction to Journalism | W7:30 | St. P. C. H. 311 | McCoy |
| †9ex General Inorganic Chemistry | T, Th7:30 | Ca. Chem. 315, T. } | Geiger | Mathematics (See also under Engineering Classes) | | | |
| The Non-Metals (5 credits) | T, Th7:30 | Ca. Chem. 210, Th. } | Geiger | 7 College Algebra I | T7:30 | St. P. Mech. Arts | Dow |
| †11ex Quantitative Analysis | T, Th7:30 | Ca. Chem. 310, T. } | Geiger | 7 College Algebra I | T7:30 | Ca. M. E. 203 | Wilcox |
| Gravimetric (5 credits) | T, Th7:30 | Ca. Chem. 315, Th. } | Geiger | 6 Trigonometry I | M7:30 | Ca. M. E. 104 | Hartig |
| ‡ Fee \$17.00 with breakage deposit of \$5.00, unused portion to be returned. | | | | 6 Trigonometry I | W7:30 | St. P. Mech. Arts | Dow |
| Child Welfare | | | | 6 Trigonometry I | M4:00 | Ca. M. E. 5 | Teeter |
| C. W. I. 40 Child Development and Training | T7:30 | Ca. Inst. Child Welfare | Faegre | 30 Analytic Geometry I | W7:30 | Ca. M. E. 107 | Teeter |
| C. W. I. 40 Child Development and Training | M7:00 | St. P. Pub. Lib. 5 | McGinnis | 30 Analytic Geometry I | W4:00 | Ca. M. E. 5 | Teeter |
| Economics | | | | 50 Differential Calculus I | T7:00 | Ca. M. E. 106 | Edwards |
| 6 Principles of Economics I | W6:20 | St. P. C. H. 206 | Myers | 50 Differential Calculus I | W4:00 | St. P. Y. W. C. A. | Edwards |
| 6 Principles of Economics I | Th8:05 | Mpls. C. H. 244 | Graves | 51 Integral Calculus I | T8:00 | Ca. M. E. 106 | Edwards |
| 14 Elements of Statistics | Th6:20 | Mpls. C. H. 236 | Graves | 106 Differential Equations I | W8:30 | Ca. M. E. 107 | Teeter |
| 166 Contemporary Economic Problems | M8:05 | Mpls. C. H. 236 | Myers | A Plane Geometry | T4:00 | Ca. M. E. 5 | Teeter |
| 101 Advanced General Economics | P6:30 | Mpls. C. H. 238 | Waite | B Solid Geometry | T4:00 | Ca. M. E. 6 | Edwards |
| 85 Economics of Retailing | Th7:30 | St. P. C. H. 311 | Vaile | 5 Higher Algebra | M4:00 | Ca. M. E. 6 | Edwards |
| For additional courses in Economics see under Business classes. | | | | Mathematics for Teachers (course to be selected) | Th4:00 | Ca. M. E. 5 | Teeter |
| For Economic History, see under History. | | | | Mathematics for Teachers (course to be selected) | Th4:00 | St. P. Y. W. C. A. | Edwards |
| English (See courses under Speech also) | | | | Note: (The numbers of the courses above listed are those used in the bul- letin of the College of Science, Literature, and the Arts.) | | | |
| 1 Freshman Literature I | M8:05 | Ca. M. E. 136 | Jones | Medicine (See also under Preventive Medicine and Public Health) | | | |
| 1 Freshman Literature I | Th6:20 | St. P. C. H. 306 | Blair | 20 X-Ray Diagnosis | F7:30 | Mpls. Gen. Hospital | Rigler |
| 2 Freshman Literature II | M6:20 | Ca. M. E. 136 | Jones | 6 Plate Reading | W7:30 | University Hospital | Rigler |
| 4 Composition IV | T8:05 | Ca. Fol. 204 | Appel | 16x The Common Disorders and Dis- eases of Infancy and Childhood | T7:00 | Ca Mil. 129 | Stewart |
| 4 Composition IV | W8:05 | Ca. M. E. 136 | Jones | Music | | | |
| 4 Composition IV | M6:20 | Ca. Fol. 203 | Blair | 64ex Orchestra and Band Conducting (2 credits) | M8:05 | Ca. Mus. Bldg. 4 | Pepinsky |
| 4 Composition IV | Th8:05 | St. P. C. H. 313 | Armstrong | 94ex Ensemble Playing (2 credits) | M6:20 | Ca. Mus. Bldg. 4 | Pepinsky |
| 4 Composition IV | W6:20 | St. P. C. H. 313 | Mallam | 4(a) Harmony I | T6:20 | Ca. Mus. Bldg. 103 | Malcolm |
| 4 Composition V | M8:05 | Ca. Fol. 203 | Hursley | 4(c) Harmony III | M6:20 | Ca. Mus. Bldg. 103 | Malcolm |
| 5 Composition VI | M8:05 | Ca. Fol. 204 | del Plaine | Nature Study | | | |
| 6 Composition VI | T6:20 | Ca. M. E. 136 | Jones | 16x Methods and Sources for Nature Study | T4:00 | Mpls. West H. Sch. 215 | Hall |
| 6 Composition VI | Th8:05 | St. P. C. H. 318 | Beers | Parliamentary Law | | | |
| 6 Composition VI | W4:30 | Mpls. Voc. H. Sch. 312 | Powell | 76x1 Parliamentary Law | T7:30 | New Law Bldg. | Hawley |
| 41 Browning and Tennyson | W7:30 | Mpls. Voc. H. Sch. 312 | Powell | Philosophy | | | |
| 41 Browning and Tennyson | T4:30 | St. P. Pub. Lib. Aud. | Powell | 3 Principles of Ethics | M7:30 | Ca. Fol. 322 | Wilde |
| 41 Browning and Tennyson | T6:20 | St. P. Pub. Lib. Aud. | Nichols | 16x Introduction to Philosophy | T7:30 | Ca. Fol. 322 | Conger |
| 73 American Literature I | T8:05 | Ca. Fol. 204 | Moore | Physics (See Engineering Classes) | | | |
| 55 Shakespeare I | M7:30 | St. P. Y. W. C. A. | Maclean | Plant Pathology | | | |
| 55 Shakespeare I | W7:30 | Ca. Fol. 201 | Nichols | 26x Elementary Plant Pathology | M7:30 | Plant Path. 107 (U. Farm) | Peterson |
| 12 Narration | M8:05 | Ca. Fol. 305 | Blair | Political Science | | | |
| 11 Description | F7:30 | St. P. C. H. 206 | Hessler | 11 Municipal Government I | M6:20 | Mpls. C. H. 244 | Young |
| Short Story Writing | M6:20 | Ca. Fol. 206 | Phelan | 11 Municipal Government I | T6:20 | St. P. C. H. 206 | Young |
| 70 Elizabethan Drama | M6:20 | Ca. Fol. 305 | Blair | 25 World Politics I | M8:05 | Mpls. C. H. 244 | Young |
| 109 Romantic Poets | Th8:05 | St. P. C. H. 306 | Blair | 25 World Politics I | T8:05 | St. P. C. H. 206 | Young |
| 109 Romantic Poets | T7:30 | Ca. Fol. 305 | Blair | Preventive Medicine and Public Health | | | |
| Esperanto | | | | 53 Elements of Preventive Medicine | M7:30 | Ca. Mil. Hall 129 | Diehl |
| Esperanto I (no credit) | T8:05 | Mpls. C. H. 238 | Wendell | 63 Special Fields in Public Health Nursing | T7:30 | Ca. Mil. Hall 214 | Butzerin |
| Geography | | | | Psychology | | | |
| 61A Geography of Commercial Produc- tion | W7:30 | Ca. Old Lib. 103 | Davis | 1 General Psychology I | T6:20 | St. P. C. H. 313 | White |
| 51A Human Geography I | M7:30 | Ca. Old Lib. 103 | Davis | 1 General Psychology I | M8:05 | Ca. Fol. 125 | White |
| 51A Human Geography I | Th4:15 | St. P. Pub. Lib. 5 | Everly | 1 General Psychology I | W6:20 | Ca. Fol. 125 | White |
| 51B Human Geography II | T4:15 | St. P. Pub. Lib. 5 | Everly | 1 General Psychology I | Th7:30 | Ca. Fol. 125 | White |
| German | | | | 3 Psychology Applied to Daily Life | T8:05 | St. P. C. H. 313 | White |
| 1 Beginning German I | M6:20 | Ca. Fol. 207 | Kroesch | 3 Psychology Applied to Daily Life | W8:05 | Ca. Fol. 125 | Williamson |
| 2a Intermediate German I | T7:30 | Ca. Fol. 207 | Wangness | 3 Psychology Applied to Daily Life | M7:30 | Ca. Fol. 209 | Williamson |
| 17 German for Graduate Students (no credit) | M7:30 | Ca. Fol. 212 | Lussy | Note: (For Educational Psychology see Education classes.) | | | |
| 10 Rapid Reading I | M6:20 | Ca. Fol. 207 | Davies | Romance Languages | | | |
| 13 Elementary Conversation I | Th6:20 | Ca. Fol. 207 | Davies | French | | | |
| Greek (in English) | | | | 1 Beginning French I | W8:05 | Ca. Fol. 124 | Cleifton |
| 44 Greek Literature and Life | F7:30 | Mpls. Pub. Lib. | Savage | 1 Beginning French I | T7:00 | St. P. Mar. Jr. | Owens |
| 43 Greek Drama | W7:00 | St. P. Pub. Lib. 5 | Savage | 3 Intermediate French I | M8:05 | Ca. Fol. 226 | Guinotte |
| History | | | | 3 Intermediate French I | T7:00 | St. P. Mar. Jr. | Sirich |
| 112 History of American Immigration | M6:20 | Mpls. Pub. Lib. | Stephenson | 5 French Reading for Graduate Stu- dents (no credit) | T6:20 | Ca. Fol. 205 | Frelin |
| 112 History of American Immigration | W8:05 | St. P. C. H. 211 | Stephenson | 20 Elementary French Conversation and Composition I | M6:20 | Ca. Fol. 205 | Frelin |
| 7 American History I | W4:00 | St. P. Y. W. C. A. | Perry | 33 Reading Course in French Drama (2 credits) | W7:30 | Ca. Fol. 202 | Nissen |
| 7 American History I | W7:30 | Ca. Fol. 205 | Tyler | | | | |
| 122 Early U. S. Political Leaders | M6:20 | Mpls. Pub. Lib. | Perry | | | | |
| 122 Early U. S. Political Leaders | W6:20 | St. P. C. H. 306 | Perry | | | | |
| 101 French Revolution | M8:05 | Mpls. Pub. Lib. | Mudgett | | | | |
| 1 Modern World I | M4:00 | St. P. Y. W. C. A. | Mudgett | | | | |
| 1 Modern World I | T6:20 | Mpls. Pub. Lib. | Mudgett | | | | |
| 84 Economic History of U. S. II | Th7:00 | Ca. Fol. 205 | Mudgett | | | | |

Science, Literature, and the Arts Classes—Continued

| SUBJECT | TIME | PLACE | INSTRUCTOR | SUBJECT | TIME | PLACE | INSTRUCTOR |
|--|--------|------------------------|------------|--|---------|-----------------------|-------------|
| Spanish | | | | Speech (Public Speaking) (See courses under English also) | | | |
| 1 Beginning Spanish I | M7:00 | St. P. Mar. Jr. | Le Fort | 41 Speech I | F6:20 | St. P. C. H. 318 | Brnyngelson |
| 1 Beginning Spanish I | M7:30 | Mpls. West H. Sch. 238 | Olmsted | 41 Speech I | F6:20 | St. P. C. H. 211 | Holmes |
| 3 Intermediate Spanish I | M6:20 | Ca. Fol. 201 | Arjona | 41 Speech I | Th6:00 | Ca. Fol. 301 | Seering |
| 20 Elementary Spanish Conversation and Composition | M8:05 | Ca. Fol. 201 | Arjona | 41 Speech I | M6:20 | St. P. Mar. Jr. | Seering |
| Scandinavian | | | | 41 Speech I | M6:20 | Ca. Fol. 308 | Rarig |
| 7 Beginning Swedish I | T8:05 | Ca. Fol. 206 | Stomberg | 42 Speech II | Th6:20 | Mpls. C. H. 244 | Gislason |
| 107 Modern Swedish Literature | M7:00 | St. P. Pub. Lib. 6 | Stomberg | 42-43 Speech II-III | F8:05 | St. P. C. H. 211 | Holmes |
| 109 Modern Swedish Literature | W7:30 | Ca. Fol. 206 | Stomberg | 51 Advanced Public Speaking I | F7:00 | St. P. Pub. Lib. Aud. | Rarig |
| Sociology | | | | 61 Speech Hygiene (Correction of Speech Disorders) | F8:05 | St. P. C. H. 318 | Brnyngelson |
| 1 Introduction to Sociology | W7:00 | St. P. Pub. Lib. 2 | Lundquist | 81 Interpretative Reading | M6:20 | Ca. Mus. Bldg. 19 | Staatd |
| 1 Introduction to Sociology | M7:30 | Ca. Fol. 5 | Finney | 81 Interpretative Reading | Th7:45 | St. P. Mar. Jr. | |
| 14 Rural Sociology | M7:00 | St. P. Pub. Lib. 2 | Lundquist | 91 Play Production | M8:05 | Ca. Mus. Bldg. 19 | Staatd |
| 14 Rural Sociology | Th7:30 | Ca. Fol. 5 | Lundquist | Swimming | | | |
| 6 Social Interaction | T7:30 | Ca. Fol. 5 | Finney | 1ex Swimming | M7:00 | Women's Gymnasium | Lane |
| 6 Social Interaction | W4:00 | St. P. Pub. Lib. 5 | Finney | 1ex Swimming | M8:00 | Women's Gymnasium | Lane |
| 100 Social Psychology | F7:30 | Ca. Fol. 5 | Finney | 1ex Swimming | T7:00 | Women's Gymnasium | |
| 49 Occurrence of the Socially Inadequate | F7:30 | St. P. C. H. 311 | Wheeler | 1ex Swimming | W7:00 | Women's Gymnasium | |
| Note: (For Educational Sociology see Educational classes.) | | | | 1ex Swimming | W8:00 | University Farm | Kaercher |
| | | | | 1ex Swimming | F7:00 | University Farm | Kaercher |
| Accounting | | | | Zoology | | | |
| 107 Elements of Accounting | M6:20 | Ca. Sch. of Bus. 303 | Houston | 1 General Zoology I | M-F7:30 | Ca. An. Biol. 211 | Ringoen |
| 10L† Elem. of Account. Lab. (\$5.00) | M8:05 | Ca. Sch. of Bus. 303 | Houston | Note: (See courses under Nature Study also.) | | | |
| 25 Principles of Accounting A | M6:20 | Ca. Sch. of Bus. 301 | Smith | | | | |
| 25L** Account. Laboratory A (\$5.00) | M8:05 | Ca. Sch. of Bus. 302 | Smith | | | | |
| 25L** Account. Laboratory A (\$5.00) | M8:05 | Ca. Sch. of Bus. 301 | Niemackl | | | | |
| 25L** Principles of Accounting A | T6:20 | Ca. Sch. of Bus. 301 | Smith | | | | |
| 25L** Account. Laboratory A (\$5.00) | T8:05 | Ca. Sch. of Bus. 302 | Smith | | | | |
| 25L** Account. Laboratory A (\$5.00) | T8:05 | Ca. Sch. of Bus. 303 | Niemackl | | | | |
| 25L** Principles of Accounting A | Th6:20 | Ca. Sch. of Bus. 301 | Smith | | | | |
| 25L** Account. Laboratory A (\$5.00) | Th8:05 | Ca. Sch. of Bus. 301 | Smith | | | | |
| 25L** Account. Laboratory A (\$5.00) | Th8:05 | Ca. Sch. of Bus. 302 | Niemackl | | | | |
| 25L** Principles of Accounting A | Th6:20 | St. P. Council Chamb. | Blandin | | | | |
| 25L** Account. Laboratory A (\$5.00) | Th8:05 | St. P. Council Chamb. | Blandin | | | | |
| 25L** Principles of Accounting A | F6:20 | St. P. Council Chamb. | LeBoribus | | | | |
| 25L** Account. Laboratory A (\$5.00) | F8:05 | St. P. Council Chamb. | LeBoribus | | | | |
| 131 Cost Accounting A | T6:20 | Mpls. C. H. 244 | Tuttle | | | | |
| 131 Cost Accounting A | M6:20 | St. P. C. H. 318 | Tuttle | | | | |
| 133 Cost Accounting C | W8:05 | St. P. C. H. 318 | Tuttle | | | | |
| 133 Cost Accounting C | Th8:05 | Mpls. C. H. 238 | Tuttle | | | | |
| 134 Income Tax Problems | W8:05 | Mpls. C. H. 321 | | | | | |
| 134 Income Tax Problems | M6:20 | St. P. C. H. 306 | | | | | |
| 135 Auditing A | W6:20 | Mpls. C. H. 324 | Reighard | | | | |
| 135 Auditing A | Th6:20 | St. P. C. H. 318 | Rotzel | | | | |
| 137* Account. Practice & Procedure A | T6:20 | Mpls. C. H. 321 | Houston | | | | |
| 137* Account. Practice & Procedure A | T8:05 | Mpls. C. H. 321 | Houston | | | | |
| 137* Account. Practice & Procedure A | M6:20 | St. P. C. H. 311 | Blandin | | | | |
| 137* Account. Practice & Procedure A | M6:20 | St. P. C. H. 311 | LeBoribus | | | | |
| 141* Interpretative Accounting | Th8:05 | St. P. C. H. 318 | Rotzel | | | | |
| 140* Constructive Accounting | W6:20 | St. P. C. H. 318 | Tuttle | | | | |
| 140* Constructive Accounting | Th6:20 | Mpls. C. H. 238 | Tuttle | | | | |

BUSINESS CLASSES

| SUBJECT | TIME | PLACE | INSTRUCTOR | SUBJECT | TIME | PLACE | INSTRUCTOR |
|--------------------------------------|--------|-----------------------|------------|-----------------------------------|--------|------------------|------------|
| Accounting | | | | Banking and Finance | | | |
| 107 Elements of Accounting | M6:20 | Ca. Sch. of Bus. 303 | Houston | Ec3 Money and Banking (Finance A) | M6:20 | Mpls. C. H. 238 | Stelman |
| 10L† Elem. of Account. Lab. (\$5.00) | M8:05 | Ca. Sch. of Bus. 303 | Houston | Ec3 Money and Banking (Finance A) | T6:20 | St. P. C. H. 311 | Brown |
| 25 Principles of Accounting A | M6:20 | Ca. Sch. of Bus. 301 | Smith | 146 Investments (Finance C) | W6:20 | Mpls. C. H. 238 | Finger |
| 25L** Account. Laboratory A (\$5.00) | M8:05 | Ca. Sch. of Bus. 302 | Smith | 146 Investments (Finance C—Cont.) | Th6:20 | St. P. C. H. 206 | Finger |
| 25L** Account. Laboratory A (\$5.00) | M8:05 | Ca. Sch. of Bus. 301 | Niemackl | 146 Investments (Finance C—Cont.) | W8:05 | Mpls. C. H. 238 | Finger |
| 25L** Principles of Accounting A | T6:20 | Ca. Sch. of Bus. 301 | Smith | 146 Investments (Finance C—Cont.) | Th8:05 | St. P. C. H. 206 | Finger |
| 25L** Account. Laboratory A (\$5.00) | T8:05 | Ca. Sch. of Bus. 302 | Smith | | | | |
| 25L** Account. Laboratory A (\$5.00) | T8:05 | Ca. Sch. of Bus. 303 | Niemackl | | | | |
| 25L** Principles of Accounting A | Th6:20 | Ca. Sch. of Bus. 301 | Smith | | | | |
| 25L** Account. Laboratory A (\$5.00) | Th8:05 | Ca. Sch. of Bus. 301 | Smith | | | | |
| 25L** Account. Laboratory A (\$5.00) | Th8:05 | Ca. Sch. of Bus. 302 | Niemackl | | | | |
| 25L** Principles of Accounting A | Th6:20 | St. P. Council Chamb. | Blandin | | | | |
| 25L** Account. Laboratory A (\$5.00) | Th8:05 | St. P. Council Chamb. | Blandin | | | | |
| 25L** Principles of Accounting A | F6:20 | St. P. Council Chamb. | LeBoribus | | | | |
| 25L** Account. Laboratory A (\$5.00) | F8:05 | St. P. Council Chamb. | LeBoribus | | | | |
| 131 Cost Accounting A | T6:20 | Mpls. C. H. 244 | Tuttle | | | | |
| 131 Cost Accounting A | M6:20 | St. P. C. H. 318 | Tuttle | | | | |
| 133 Cost Accounting C | W8:05 | St. P. C. H. 318 | Tuttle | | | | |
| 133 Cost Accounting C | Th8:05 | Mpls. C. H. 238 | Tuttle | | | | |
| 134 Income Tax Problems | W8:05 | Mpls. C. H. 321 | | | | | |
| 134 Income Tax Problems | M6:20 | St. P. C. H. 306 | | | | | |
| 135 Auditing A | W6:20 | Mpls. C. H. 324 | Reighard | | | | |
| 135 Auditing A | Th6:20 | St. P. C. H. 318 | Rotzel | | | | |
| 137* Account. Practice & Procedure A | T6:20 | Mpls. C. H. 321 | Houston | | | | |
| 137* Account. Practice & Procedure A | T8:05 | Mpls. C. H. 321 | Houston | | | | |
| 137* Account. Practice & Procedure A | M6:20 | St. P. C. H. 311 | Blandin | | | | |
| 137* Account. Practice & Procedure A | M6:20 | St. P. C. H. 311 | LeBoribus | | | | |
| 141* Interpretative Accounting | Th8:05 | St. P. C. H. 318 | Rotzel | | | | |
| 140* Constructive Accounting | W6:20 | St. P. C. H. 318 | Tuttle | | | | |
| 140* Constructive Accounting | Th6:20 | Mpls. C. H. 238 | Tuttle | | | | |

EDUCATION CLASSES

| SUBJECT | TIME | PLACE | INSTRUCTOR |
|--|--------|------------------------|----------------|
| Administration and Supervision | | | |
| Ed. Ad. 119 Elem. School Curriculum | T7:00 | Mpls. Voc. H. Sch. 312 | Sorenson |
| Ed. Ad. 160 Principles of Supervision | W7:00 | St. P. Pub. Lib. Aud. | Sorenson |
| Education, History of | | | |
| H. Ed. 103 History of Modern Elementary Education | T4:15 | St. P. Pub. Lib. Aud. | Alexander |
| Educational Psychology | | | |
| 55 Elementary Educational Psychology | M6:20 | Ca. Fol. 125 | White |
| 55 Elementary Educational Psychology | T4:00 | Mpls. Voc. H. Sch. 312 | Sorenson |
| 55 Elementary Educational Psychology | W4:00 | St. P. Pub. Lib. Aud. | Sorenson |
| (For other courses in Psychology see under Science, Literature, and the Arts classes.) | | | |
| Elementary Educational Statistics | W7:30 | Mpls. Voc. H. Sch. 312 | Van Wageningen |
| Elementary Educational Statistics | Th4:15 | St. P. Y. W. C. A. | Van Wageningen |
| Note: Those interested in securing a degree from the College of Education should consult the Students' Work Committee or the College of Education bulletin early in their course to assure themselves that the work which they are taking carries credit in the specific Education course in which they are engaged. | | | |
| Other courses that carry credit in the College of Education will be found among the Science, Literature, and the Arts classes, under the following heads: Art Education; Astronomy; Child Welfare; Economics; English; Geography; German; Greek in English; History; Home Economics; Journalism; Mathematics; Music; Philosophy; Psychology; Political Science; Romance Languages; Scandinavian; Sociology; Speech; Zoology. | | | |

ENGINEERING CLASSES

| SUBJECT | TIME | PLACE | INSTRUCTOR |
|---|-----------|--------------------|------------|
| Architecture | | | |
| 35-36 Architectural Design I-II | M, Th7:30 | Ca. M. E. 302 | Krafft |
| 38-39 Arch. Design III-IV (\$15.00) | M, Th7:30 | Ca. M. E. 302 | Krafft |
| 132-133 Arch. Design V-VI (\$15.00) | M, Th7:30 | Ca. M. E. 302 | Krafft |
| 32-33 Elements of Architecture I | M, Th7:30 | Ca. M. E. 309 | Deneen |
| (Regular instruction will be given on Monday and Thursday evenings, but students in the classes may work in the drafting rooms of the Architectural Department on other evenings, except Sunday.) | | | |
| Art | | | |
| 24-25-26 Freehand Drawing I-II | T7:30 | Ca. M. E. 401 | Doseff |
| 27-28-29 Freehand Drawing III-IV | W7:30 | Ca. M. E. 401 | Burton |
| 27-28-29-30x Freehand Draw. III-IV-V | F7:30 | St. P. Sch. of Art | Burton |
| (An additional fee of \$1.00 for model is required in Courses III, IV, and V, payable to the instructor.) | | | |
| Chemistry | | | |
| 9ex† General Inorganic Chemistry | | Ca. Chem. 315, T. | Geiger |
| The Non-Metals (5 credits) | T, Th7:30 | Ca. Chem. 210, Th. | |
| 1ex† Quantitative Analysis | | Ca. Chem. 310, T. | |
| Grametric (5 credits) | T, Th7:30 | Ca. Chem. 315, Th. | Geiger |
| † Fee \$17.00 with breakage deposit of \$5.00, unused portion to be returned. | | | |
| Civil Engineering | | | |
| 51 Highways and Pavements I | M7:30 | Ca. Exp. Eng. 215 | Lang |
| 41 Structural Design I | M7:30 | Ca. M. E. 201 | Darrell |
| 41 Plane Surveying | T7:30 | Ca. M. E. 215 | Cutler |
| 143 Advanced Reinforced Concrete | Th7:30 | Ca. M. E. 227 | Wise |
| 39 Advanced Structural Design | W7:30 | Ca. M. E. 201 | Darrell |
| 141* Elementary Reinforced Concrete | F7:30 | Ca. M. E. 104 | Teeter |
| 139* Hydraulics I | F8:05 | Ca. M. E. 104 | Teeter |
| 146 Concrete and Concrete Materials | W7:30 | Ca. Exp. Eng. 110 | Hughes |
| Electrical Engineering | | | |
| 111 Direct Current Machinery I | W7:30 | Elec. Eng. 138 | Todd |
| (Elementary Electricity) | | | |
| 112 Direct Current Laboratory I | T7:30 | Elec. Eng. 107 | Kuhlman |
| (Experimental Electricity) | | | |
| 121* Alternating Currents I | Th7:30 | Elec. Eng. 237 | Johnson |
| 122 Alternating Currents Lab. I | F7:30 | Elec. Eng. 107 | Kuhlman |
| 66 Radio Communication I | Th7:30 | Elec. Eng. 339 | Sweet |
| 81ex Electrical Instruments and Meters | T7:30 | Elec. Eng. 138 | Todd |
| Engineering Drawing | | | |
| 1 Elementary Mechanical Drawing I | Th7:30 | Ca. M. E. 201 | French |
| 15 Structural Drafting I | Th7:30 | Ca. M. E. 201 | French |
| 45 Teacher Drawing Course | Th7:30 | Ca. M. E. 201 | French |
| 46 Mechanical Drawing (for women) | Th7:30 | Ca. M. E. 201 | French |

Geography

See courses under Geography in Science, Literature, and the Arts classes.

Engineering Classes—Continued

| SUBJECT | TIME | PLACE | INSTRUCTOR |
|---------------------------------|--------|-------------------|------------|
| 48 Plan Reading | Th7:30 | Ca. M. E. 201 | French |
| 31 Advanced Mechanical Drawing | Th6:00 | St. P. H. & D. | Herrick |
| 32ex Gear and Cam Drawing | Th6:00 | St. P. H. & D. | Herrick |
| 15 Structural Drafting | Th6:00 | St. P. H. & D. | Herrick |
| 1 Elementary Mechanical Drawing | Th6:00 | St. P. H. & D. | Herrick |
| 35 Machine Design I | Th6:00 | St. P. H. & D. | Herrick |
| 1 Elementary Mechanical Drawing | F7:30 | St. P. Mech. Arts | Dow |
| 81 Cost Estimating | F7:30 | Ca. M. E. 201 | French |

Mathematics (See also under Science, Literature, and the Arts Classes)

| | | | |
|-------------------------------|-------|--------------------|---------|
| 1ex* Shop Math. I | M7:30 | Ca. M. E. 106 | Edwards |
| 1ex* Shop Math. I | W7:30 | St. P. Mech. Arts | Dow |
| 1ex* Shop Math. I | W6:00 | St. P. H. & D. | Edwards |
| 9 Shop Math. III | M7:30 | Ca. M. E. 107 | Teeter |
| 11 College Algebra I | T7:30 | Ca. M. E. 203 | Wilcox |
| 11 College Algebra I | T7:30 | St. P. Mech. Arts | Dow |
| 12 Trigonometry I | M7:30 | Ca. M. E. 104 | Hartig |
| 12 Trigonometry I | W7:30 | St. P. Mech. Arts | Dow |
| 12 Trigonometry I | M4:00 | Ca. M. E. 5 | Teeter |
| 13 Analytic Geometry I | W7:30 | Ca. M. E. 107 | Teeter |
| 13 Analytic Geometry I | W4:00 | Ca. M. E. 5 | Teeter |
| 24 Differential Calculus I | T7:00 | Ca. M. E. 106 | Edwards |
| 24 Differential Calculus I | W4:00 | St. P. Y. W. C. A. | Edwards |
| 25 Integral Calculus I | T8:00 | Ca. M. E. 106 | Edwards |
| 151* Differential Equations I | W8:30 | Ca. M. E. 107 | Teeter |

Note: (The numbers of the courses above listed are those used in the bulletin of the College of Engineering and Architecture.)

Mechanics and Materials

| | | | |
|-----------------------------------|-------|---------------|--------|
| 30ex Elementary Applied Mechanics | T7:30 | Ca. M. E. 107 | Brooke |
| 126 Advanced Applied Mechanics | W7:30 | Ca. M. E. 203 | Wilcox |
| 129* Hydraulics I | F8:05 | Ca. M. E. 104 | Teeter |

Mechanical Engineering

| | | | |
|--|--------|-----------------------|-----------|
| 166 Refrigeration | F7:30 | Ca. Mech. Eng. 201 | Nicholas |
| 1ex Metallography and Heat Treatment of Iron and Steel | M7:30 | Ca. Sch. of Mines 111 | Harder |
| 150 Gas and Oil Engines | Th7:30 | Ca. Exp. Eng. 110 | Robertson |
| 42* Boiler Room Practice | M7:30 | Ca. Mech. Eng. 202 | Martenis |
| 153 Heating and Ventilating | F7:30 | Ca. Mech. Eng. 202 | Martenis |
| 82 Steam Engine and Power Plant Testing | W7:30 | Ca. Exp. Eng. | Shoop |
| 137 Fuels and Their Combustion | F7:30 | Ca. Exp. Eng. 110 | Shoop |
| 1ex Navigation and Practical Flying | W7:30 | Ca. Exp. Eng. | McKay |
| 2ex Elementary Aeronautics | Th7:30 | Ca. Exp. Eng. | Boehlein |
| 3ex Air-Craft Engines | T7:30 | Ca. Exp. Eng. | Robertson |
| 4ex Airplane Design | M7:30 | Ca. Exp. Eng. | Hazen |

Structural Engineering

| | | | |
|-------------------------------------|--------|-------------------|---------|
| 31 Structural Design I | M7:30 | Ca. M. E. 201 | Darrell |
| 39 Advanced Structural Design | W7:30 | Ca. M. E. 201 | Darrell |
| 143 Advanced Reinforced Concrete | Th7:30 | Ca. M. E. 227 | Wise |
| 141* Elementary Reinforced Concrete | F7:30 | Ca. M. E. 104 | Teeter |
| 146 Concrete and Concrete Materials | W7:30 | Ca. Exp. Eng. 110 | Hughes |

Physics

| | | | |
|--------------------------------------|--------|---------------------|--------|
| 50ex† Practical Physics I | W7:30 | Ca. New Phys. Bldg. | Buchta |
| 51ex† Practical Physics Laboratory I | Th7:30 | Ca. New Phys. Bldg. | Buchta |

Note 1. Courses marked with a star (*) require a \$1 lesson material fee in addition to the tuition fee, payable at the time of registration.

Note 2. Courses marked with a double star (**) require a \$3 fee, which includes cost of text, lesson material and outfit, in addition to tuition fee, payable at the time of registration.

Note 3. Courses marked with a dagger (†) do not carry college credit; but all business and engineering courses carry credit toward the General Extension Division Certificate. All other courses do carry college credit for properly qualified students.

WHERE TO REGISTER

MINNEAPOLIS: 102, 402 Administration Building, University of Minnesota (Campus) sota, Dinsmore 2760

MINNEAPOLIS: 736 Security Building, Main 0624, A. H. Speer, Resident Manager

ST. PAUL: 920 Pioneer Building, Cedar 7312, C. H. Dow, Resident Manager

DULUTH: 404 Alworth Building, Melrose 7900, John L. Macleod, Resident Manager

The Administration Building may be reached by going two blocks from Church Street and the Washington Avenue car line or going three blocks from Seventeenth Avenue Southeast and the Oak-Harriet car line.

From September 24-29 the offices will be open from 8:30 a.m. to 6:00 p.m. From October 1 to 13 the offices will be open from 10:00 a.m. to 10:00 p.m. with the exception of Saturday evening. (Saturday till 6:00 p.m.) Before and after the registration period, the offices are open from 8:30 a.m. to 5:00 p.m. Last day for registration without payment of privilege fee, October 13.

N.B.—A separate leaflet is issued giving the schedule of Duluth classes. A copy may be obtained from the Duluth office, 404 Alworth Building.

WHERE CLASSES MEET

Court House, Third Avenue South and Fifth Street, Minneapolis
West High, Hennepin Avenue and 28th Street, Minneapolis
Vocational High, 11th Street and Fourth Avenue South, Minneapolis
Traffic Club, New Nicollet Hotel, Minneapolis
Public Library, Hennepin and Tenth, Minneapolis

University of Minnesota Campus: Folwell, Chemistry, School of Business, Psychology, Library, Women's Gym., Millard Hall, Main Engineering, Music, Publications, Electrical Engineering, etc., refer to buildings on the Main University Campus.

Court House, Fifth and Wabasha, St. Paul
Public Library, Fourth and Washington, St. Paul
Mechanic Arts High School, Central and Robert, St. Paul
St. Paul School of Art, 107 East Third Street, St. Paul
St. Paul Institute, Fourth Street entrance of St. Paul Auditorium.
(Elevators from 7:00 p.m. to 9:00 p.m.), St. Paul
John Marshall Junior High School, Holly and Grotto, St. Paul
Young Women's Christian Association, 123 West 5th Street, St. Paul

HOW TO USE THIS SCHEDULE

Subjects in this schedule are listed under the following main heads: Business; Education, Engineering, and Science, Literature, and the Arts. As to place of meeting they are listed as Campus, St. Paul (downtown), and Minneapolis (downtown). Separate sections are not given to Minneapolis or St. Paul as formerly.

KEY TO ABBREVIATIONS USED IN THIS SCHEDULE

Adm., Administration Building; Anat. Bldg., Anatomy Building; An. Biol., Animal Biology Building; Art Inst., Art Institute; Aud., Auditorium; Ca., Campus; C. C., Council Chamber; Cent. High Sch., Central High School; C. H., Court House; Chem., Chemistry Building; E. E., Electrical Engineering Building; Fol., Folwell Hall; H. & D., Hoist and Derrick Co.; Law, Law Building; Mar. Jr., John Marshall Junior High School; Mech. Arts, Mechanic Arts High School; Mech. E., Mechanical Engineering Building; Mil., Millard Hall; M. E., Main Engineering Building; Mpls., Minneapolis; Mus., Music Building; Old Lib., Old Library Building; Phys., New Physics Building; Plant Path., Plant Pathology; Psy., Psychology Building; Pub. Lib., Public Library; Sch. of Bus., School of Business; Sch. of M., School of Mines; St. P., St. Paul; Voc. High, Vocational High School; West H. S., West High School; Y. W. C. A., Young Women's Christian Association; etc.

NOT A PERIOD BUT A COMMA

By DR. JOHN W. POWELL
Extension Division, University of Minnesota

Congratulations are due to every student who graduates, whether it be from kindergarten or college. A diploma or a certificate marks an achievement. It means that the student has had the courage and persistence to carry a program through to the finish. Perhaps the University Extension student deserves more credit than anybody else for the reason that he has had no incentive but his own ambition. He has done his work without the prodding of competition or the inspiration of the classroom.

But graduation is, none the less, commencement. Nor does this mean that the educational process is finished and real life begins. It means that every graduation merely marks the completion of a stage. The educational process is life-

long. From this, too, we merely graduate into a larger beginning.

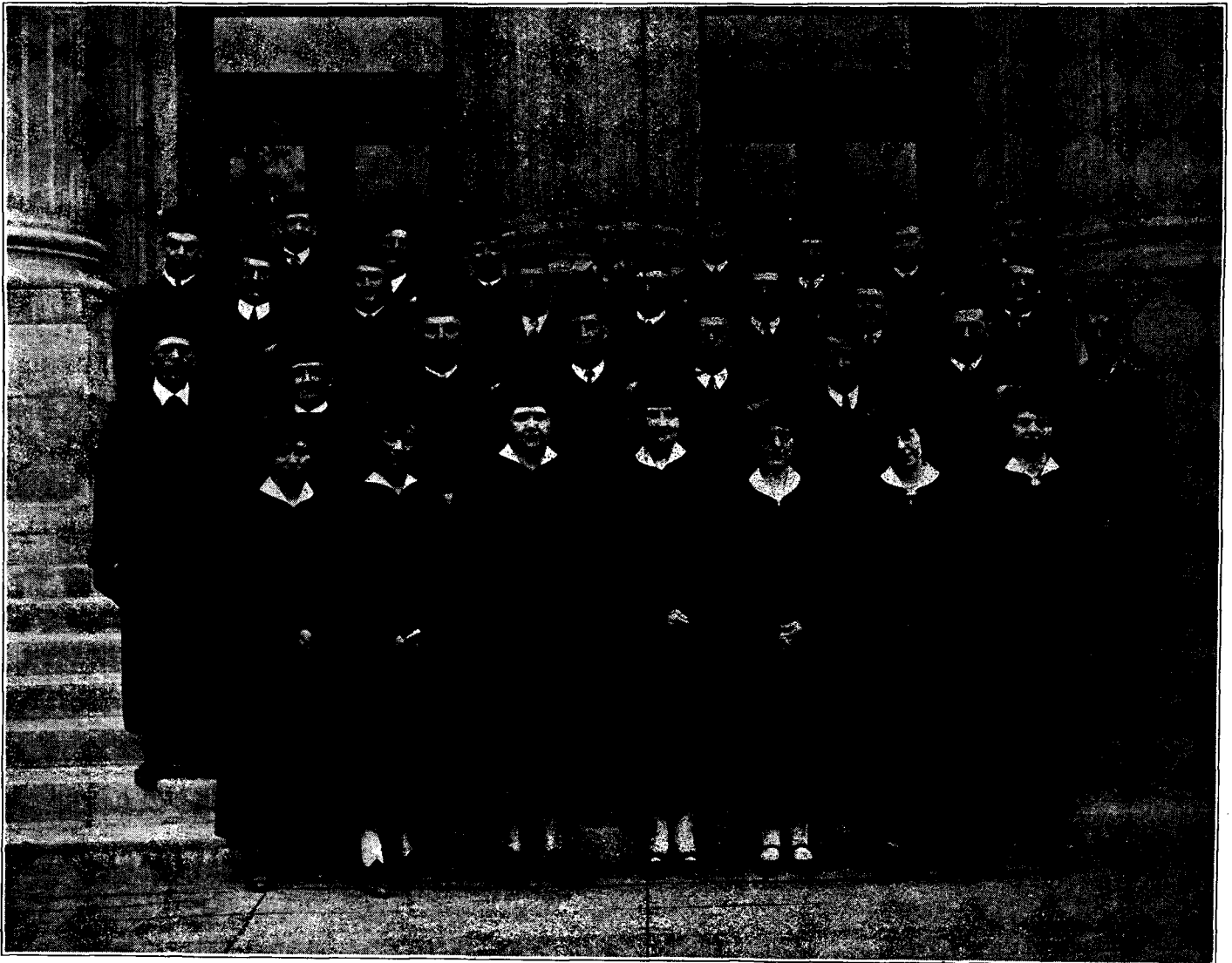
This is what we mean when we suggest that the University Extension certificate is not a period but a comma; not a full stop but a pause ere we go on to find the real meaning of the sentence. The student who has been fortunate enough to finish an extension course and win a certificate should feel that he has merely laid a solid piece of foundation for future effort. His ideal should be the broadest culture which he is capable of achieving. He should plan advanced work along his own chosen line and he should supplement this by courses in history, economics, sociology, philosophy, science, and literature. He has already learned how to study and hold himself to systematic ef-

fort. From now on to the end of his life he could never be without a bit of definite work to which he can turn for inspiration and the broadening of life. Universities are beginning to understand that their duty to their students can never be fully discharged, and have improvised methods whereby their resources may be opened without limit in their own line. May the class of 1928 take full advantage of these opportunities.

It is not enough to possess a truth; it is essential that the truth possess us.—*Maeterlinck.*

A man's intellectual character is what he habitually thinks about.—*Hamilton Wright Mabie.*

THIRTY OF THIRTY-SEVEN WHO RECEIVED CERTIFICATES



Reading from left to right: first row, Misses Janda, Lee, Schneider, E., Schneider, M., Fillmore, McKenzie, Kuehne; second row, Messrs. Kempe, Coupe, Effinger, Zilliox, Carroll, Wilson, Albers, Madden; third row, Messrs. Fredin, Myhrman, Troedson, Ludeking, Tymeson, Rockowitz, Erickson, fourth row, Messrs. Tometz, Lyden, Diers, Sorenson, Taus, Nelson, Emme, Larson, Robohm.

PERSONAL GLIMPSSES OF GHOSTS

BY A STUDENT IN COMPOSITION

I may as well admit that I believe in ghosts. My Mother is Irish, my Dad is French-Canadian, and that combination produces the most remarkable ghosts and ghost-believers in the world.

I have never seen a ghost. I had a chance once, but I was afraid to look.

We once lived on a farm that was called the Benson Place, a fourteen room house with shutters that wouldn't stay fastened and little lost breezes that, wandering down a hall or through a room, would unexpectedly blow out a lamp. We had been warned against moving into that house, but Dad and Mother scoffed at the stories people told. They didn't believe the house was haunted; but it was—especially one room, and that one upstairs. It was the room my two older brothers were to sleep in.

As Mother hurried into the kitchen to make breakfast the next morning, she fell over Tommy, sound asleep on the floor.

"Why aren't you in bed?" she demanded. Tom grinned foolishly, as if he'd been caught kissing his brother's girl.

"I-I-I—" he stuttered, then, "Pat kicked me out of bed." Mother stormed upstairs. It was a shame for Pat to pick on Tommy, to make him sleep on the floor where there was no telling what diseases he'd acquired. The door of the room was open about two inches. Several chairs were piled against it on the inside. Mother pushed it open. Pat was lying sprawled across the bed, and on the pillow where Tom's head had rested, was Dad's shotgun.

Neither of the boys would sleep in that room again. The door kept opening, they said, and they kept shutting it.

Dad was mad about it. He called them babies. He said that he was sorry he lived to see the day when sons of his would run from a door because it opened. That night he slept in the room.

Next morning Mother found him on the cot out on the porch.

"Awfully stuffy in that room," he said, and we dared not laugh. He told Mother privately that he had shut that door twenty-nine times exactly. He had put chairs, bureau, and table against it. It opened just the same,—silently, determinedly. He had turned the key and locked it. No sooner had he crawled back in bed, than the lock snapped back, and the door opened.

That summer was filled with little terrors and big imaginings. The crops were good, so we stayed; but Mother refused to be alone even in the daytime.

The boys saw a woman with a pretty face and long grey hair, standing in the window of the room with the opening door. They ran into the house, and Mother went up, but there was no one there. We found out that this was the room that old Mr. Benson had died in, begging his wife to come and see him

before he went. But she, hard, stubborn, unforgiving, had refused, and he had died, saying, "I will never let her be, never, never."

My Irish uncle came to visit us. The only room we could put him in was the one with the opening door. He knew nothing of its story, so went to sleep nicely. The house became still with the quiet of a hot, windless summer night.

There was a muffled scream, a frantic cry of "Jo! Jo!" for Mother, and then the heavy thud, thud of a body falling downstairs. Dad was out of bed in a second, hollering for a light. The hired men were rushing downstairs, and we kids were calling our mother.

My uncle was lying on his back at the foot of the stairs, still calling my Mother in a terror-choked voice. His face was ghastly, mottled red and white. I was scared and would have wept loudly if Tom had not threatened to give me to the ghost, besides knocking me down and slapping my face.

Uncle said he had been sleeping quietly when the door blew open with such violence it awakened him. He put one leg out of bed, preparatory to getting up and shutting it, when he was socked with a pillow from behind and knocked back into bed. He hadn't waited to look around. There was nothing else to do but go up and look in the room.

There was nothing in the room. After that the house was a nightmare to us. We went from room to room in twos and threes. We moved as soon as the crops were harvested.

From then until we moved to Minneapolis we were spookless, and, to be honest, it was just a bit lonesome, sort of night-after-a-big-party-like.

But we had no sooner bought a house in the city and moved our household goods and gods there, than we were informed that our future home was haunted. There was an old man and his donkey buried under our house, and sometimes, at night, when the moon was dim and the corner arc light wasn't working, he could be seen riding his donkey through the backyard. We watched for him for a couple of nights. We thought we saw him once but it was just someone stealing carrots out of the garden.

Twice upstairs in my room a ghost has been seen. It happened to be a lady ghost both times. My sister saw her the first time. She thought it was my Mother and asked her to shut the window. It promptly vanished. My Mother had not been upstairs at all that night.

The second time she appeared was not so very long ago. In the small hours of the morning I had been awakened by a crowd of noisy boys going by in the street. It took hours for me to get back to sleep. I said the multiplication tables up to the elevens which was as far as I knew; I recited Gray's "Elegy in a

Country Churchyard" and all I could remember of the Rubaiyat; still sleep would not come. Then I quit trying to put myself to sleep, and fell into a deep slumber.

It seemed just a few minutes before I heard someone call me. It was my brother. I answered.

"Are you there?" he said. I told him I was.

"All right then," he replied. That made me sore. After all the trouble I'd had getting me to sleep, I was to be awakened because my brother was afraid of the dark or something. I told him he had plenty of nerve to call me just to see if I was here. Where else would I be? He told me that I'd just been in his room. I had not even been out of bed. When you sleep under four quilts, two blankets, and an overcoat, you don't get up to see how your brother looks when he's asleep. I told him so.

"Somebody was just in here," he insisted. "She walked around, shading her eyes with her hands and looking for something. I thought it was just you because she went into your room."

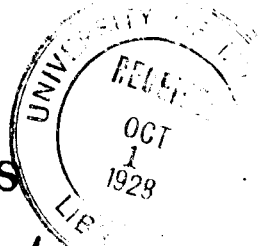
I tumbled quilts and all up over my head. For all I knew she could have been standing by my bed, her face a grey mist, her bony hands fingering my blankets, her lipless mouth ready to give me some message. I had the finest chance in the world to see a ghost, but I kept those covers over my head until eleven o'clock the next day.

We live in mortal terror of any noise we don't know the meaning of; we expect some day to see the man in the basement riding his donkey through the living room on his way to call on the lady upstairs.

The high prize of life, the crowning fortune of a man, is to be born with a bias to some pursuit, which finds him in employment and happiness.—Emerson.

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the Act of August 24, 1912.

Mr. F. K. Walter,
Librarian,
University Library U. of M.
Minneapolis, Minn.



The Interpreter

Published by the General Extension Division
University of Minnesota

THE STUDENT AND HIS PROBLEMS

By STANLEY H. PERRY, Chairman Student Work Committee

WHEN the University of Minnesota first began to offer class work in the evening about fifteen years ago, conditions at that time determined the nature and extent of the offerings. In the first place, the number of people who were interested in such work was extremely limited. In those years of evening class work through the General Extension Division the numbers available were only hundreds. This fact seriously limited the possible curriculum. Furthermore, the chief interest at that time was in a very few of the cultural subjects, and, later, in business training. In addition the educational institutions of the country and the University of Minnesota itself were extremely dubious of the value of evening class work. It had to prove itself as all educational experiments must do.

Hundreds Grown To Thousands

Today the situation is vastly changed. The hundreds of former days have grown to thousands. In place of the narrow range of interests of that time there is now a multiplicity of interests on the part of students. Credit courses have replaced in almost all cases the course without credit of former years. When the numbers and courses were few, contact between the instructor and the student was intimate and easy. With thousands of students now registered for evening class work each semester, it is impossible for the instructor to keep as closely in touch with the student as in former days. Furthermore, the problems of student guidance today are much more difficult and complicated than formerly.

Variety of Motives

Students taking evening class work today do so from a wide variety of motives. Some are interested merely in the general cultural growth that comes from keeping the mind alert and active; others desire some special training to fit them better for the job they are holding, whether that job be the job of office worker or engineer; some are interested in completing an edu-

cation which through unfortunate circumstances or other causes they were forced to forego before it was completed; still others have just completed high school and are desirous of continuing their university work while employed. Others are teachers of the public school system of our city. In such cases two years of their college

It is a satisfaction to the Students' Work Committee that in a single year of its service to the student body so many of the students have shown their appreciation of its service and have made use of the facilities which it makes available to them. It is to be hoped that the coming year will see an enlargement of that service and increased interest on the part of the student body.

S. H. PERRY,
O. C. EDWARDS,
JEROME JACKMAN,
Students' Work Committee

work is usually behind them, or they are interested in the advanced courses of the last two years of university work.

This is only a partial statement of the types of interest that actuate our student body. The curricula necessitated by the numbers and complicated interests of this student body is increasingly extensive.

Problem Becomes Difficult

The student must be able to prepare himself for work in the senior college of Science, Literature, and the Arts, for work in the professional schools such as Medicine, Chemistry, Business, Dentistry, etc. In addition to this, certificate courses for specialized work in vocational fields must be provided. In meeting this need the Extension Division has provided certificate courses in Science, Literature, and the Arts (Junior College), in Business, and Engineering. Each of these fields, with the exception of Science, Literature, and the Arts, offers not a single certificate but a number of certificates in the different fields within the general broad field. The problem therefore, of working out curricula and preparing programs, and of

securing instruction to meet the needs of this ever enlarging work is increasingly difficult.

Guidance Is Needed

When the number of students is small, problems of discipline and guidance can be worked out with comparative ease, but when the five thousand mark is reached these problems have increased so in number and in complexity that special machinery must be provided to handle the work. Few evening class students need discipline in the sense of penalties and the application of rules; in most cases the great need is for guidance. Many of them need help in the choice of a program. Many others need advice of a vocational nature. Some need to be safeguarded from the results of their own over-earnestness.

Is Point of Contact

This type of work of preparing programs, of outlining the curricula, of keeping in contact with the instructor and the student whether as an individual or as a member of the students' organization has been delegated to the Students' Work Committee of the General Extension Division.

In the past year since its organization, the Students' Work Committee has handled hundreds of cases of student advice and discipline. Some of this has been aiding a student to outline his program, to advise him in the choice of courses for the individual semester, to check up his credits for high school and other educational institutions where he has done work, and in a variety of ways to aid him to solve his problems. On most days of the week a member of this Students' Work Committee is in the office of the General Extension Division in the Administration Building on the University campus. A telephone call will put the student in touch with a member of the committee. In most cases the problem may be settled by a conversation over the telephone. In other cases a personal interview will be required.

In addition to this, the Students' Work Committee has taken over as one of its

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Richard R. Price - - - - - Director

Advisory Committee

T. A. H. Teeter C. L. Rotzel
S. H. Perry A. H. Speer
 H. B. Gislason
Alta J. Jones - - - - - Editor

OCTOBER, 1928

Penalty Date October 13

After 6 p.m., Saturday, October 13, the penalty for late registration goes into effect. It means that for each extension class registered for during the next week, an extra dollar will be added to the regular fee. For each registration during the week after that, or, after October 20, two dollars will be charged per course. Thereafter registration cannot be made without the special permission of the Director.

Register now, and avoid paying that fee. Get the full benefit of your course for the least money!

Final Schedule Ready

The tentative schedule for the fall semester of extension work went to the public with the September issue of THE INTERPRETER. A few changes have been made necessary since that time, so the students are asked to consult the final schedule which may now be secured at the offices of registration before definitely signing up for classes.

Please Express Yourself

With the opening of the year, we are looking forward to the many uses to which the pages of THE INTERPRETER may be put. Not the least of these is that of a means of voicing student opinion and talent. In the past, students have been very obliging in their response to requests for articles and news for the paper, and occasionally volunteer material would make its way to the editor's desk.

This year we are hoping that not only will students respond when asked, but that they will volunteer frequently. No matter what the subject may be, it is always acceptable so long as it is pertinent to the one interest which we all have in common—that of the Extension Division.

Medical Courses Offered

Three new courses are offered in medicine this fall through university extension work. They are standard courses meeting once a week for two hours. X-Ray Diagnosis meets on Friday at 7:30, Minneapolis General Hospital, the class in Plate Reading will be held Wednesday at 7:30 at the University Hospital, while the course in Common Disorders and Diseases of Infancy and Childhood will meet on Tuesday at 7:30 o'clock, Room 129, Millard Hall.

The last named course is taught by Doctors Schlutz and Stewart. Graduates only are admitted to the class.

Aviation Courses Offered

Four courses in aviation are offered for the fall semester in the Department of Engineering.

"Navigation and Practical Flying" is being taught by Mr. McKay, Wednesday at 7:30 o'clock. Dead reckoning, corrections for wind, compass adjustments, sights on celestial bodies, map reading, aerology, weather maps, aircraft instruments, stunts and maneuvers, hangars and airports will be subjects for consideration during the length of the course.

"Elementary Aeronautics" will be given by Mr. Boehlein, Thursday at 7:30. Such subjects as types of airplanes, nomenclature, wind tunnels, physical properties of air, wing sections, stability, control surfaces, propellers, and performance characteristics will be included in the course.

"Air Craft Engines" deals with the types and development of airplane engines. The principles of ignition, carburetion, radial air-cooled and "V" type water cooled motors are expounded, and laboratory tests of the various internal combustion types of motors are performed. The class is taught by Mr. Robertson, and meets on Tuesday at 7:30 o'clock.

"Airplane Design" treats the plan of propellers and wings, fusilage, undercarriage, controls, performance curves, types of aircraft, and gives a consideration of the materials used in airplane construction. Mr. Hazen will meet this class at 7:30 on Mondays.

All of these courses will meet in the Experimental Engineering Building for both first and second semesters and will give six credits to the student. Prerequisites for the entrance to these courses are Shop Mathematics I-II.

Season Tickets Available

The following notice, of great interest just now, is quoted from the fall schedule:

"Extension students are eligible to procure student season tickets for the University football games. These tickets entitle them to reserved seats in the student section for the five varsity home games and four "B" team games to be played in the University Memorial Stadium. These season tickets have coupons also for hockey, basket-ball, baseball, etc. The price of the tickets is \$8.00. Application blanks will be issued at any of the registration offices of the General Extension Division only upon presentation of receipt showing payment of fees for extension classes. Students must purchase their own tickets. Tickets will go on sale September 24. The first game of the season will be October 6. Tickets will be on sale at the downtown offices until October 3."

Without books God is silent, justice dormant, natural science at a standstill, philosophy lame, letters dumb, and all things involved in darkness.—*Bartholin.*

A perfectly trained mind under absolute control is the most beautiful thing in the world.—WILLIAM DANA ORCUTT.

Students Can Take Anatomy

Anatomy will be offered this fall in extension class at the University of Minnesota for the first time. The class will meet twice weekly, Monday and Tuesday, at 7:30 o'clock, Room 304, Anatomy Building. The course will give four credits, and the fee will be \$15.

Prominent Lecturer Available

The University Lecture Bureau is offering this year, among others, one of the best known lecturers in America, Montaville Flowers. The name of Montaville Flowers is synonymous with eloquence. Mr. Flowers has been for many years one of the most distinguished speakers on the American platform.

Mr. Flowers has one of the great lectures of this or any other time, on a topic of universal interest to all parents and educators and young people themselves: "What Young America Is Thinking." His material is a summary of an unusual study of American youth, a result of his personal contacts with more than 100,000 young people in fourteen states, from Boston to Los Angeles. His articles in the World's Work last year received international attention, and have been under discussion by educators, ministers, and farmers everywhere.

Mr. Flowers is available in November. He will give two addresses a day if desired. You may have full particulars and folder by writing to Lecture and Lyceum Bureau.

Teaching in Schools of Nursing

A class in "Teaching in Schools of Nursing" will be given under the general direction of Marion L. Vannier, Director of the School of Nursing, by Miss Deborah M. Maclurg.

The course will include a study of the principles and practice of nursing as taught in the schools of nursing, selection and organization of subject matter, evaluation of text and reference books, and the making of lesson plans. Methods of teaching will also be taken up.

This course meets on Tuesday at 8:00 o'clock, Room 104, Main Engineering Building, for two hours each week during a semester of 17 weeks. The fee for the course is \$10.

Classes in Greek

Professor Savage of the University of Minnesota is offering two courses in Greek for extension students this fall. Greek Literature and Life will meet on Friday, at 7:30 o'clock, in the Minneapolis Public Library, and the class in Greek Drama will meet on Wednesday, 7:00 o'clock, St. Paul Public Library. No knowledge of Greek is required for either course.

If life is to be enriched and enobled, you must first of all have an appreciation of life. A man who refuses to feel and enjoy life destroys it at its very heart.—*Gilbert Murray.*

"A NEW EMPHASIS ON ADULT EDUCATION"

A bulletin recently published by the University of Minnesota is called "A New Emphasis on Adult Education," and was written by Dr. John Walker Powell, lecturer for the Extension Division.

The introduction to the more specific details which the booklet contains treats the subject from a point of view which is coming to be more and more widely recognized as the only one from which we can treat certain phases of adult education.

"During the last few years, a new interest in the intellectual life of America has become increasingly manifest, reaching almost the proportions of a genuine folk movement in the direction of a larger culture. It finds its most obvious indication in the surprising popularity of such works as H. G. Wells' "Outline of History," Durant's "Story of Philosophy," Lewis Browne's "This Believing World," Robinson's "Humanizing Knowledge," and similar summaries of the results of scholarly research. Colleges and universities have awakened to the significance of this movement and are making efforts to furnish a measure of organization and leadership.

"It is significant that this popular movement is directed not primarily toward economic efficiency or vocational advancement, but toward a broader culture and a more comprehensive grasp of the fields of modern knowledge."

"The average citizen is becoming conscious of what Dr. Frederick Keppel has described as a chief want in our system of education, the lack of "opportunity for the consecutive study of some subject for its own sake—science, history, literature, the fine arts, what you will—not for the pay envelope but to develop what experience has proved to be one of the most durable satisfactions of modern life."

"But we are beginning to recognize that

the modern university is under a distinct obligation to the public which supports it to place all its resources at the disposal of the inquiring mind. The researches of the university scholars have built up a body of accumulated knowledge far beyond the requirements of undergraduate instruction. Educational institutions cannot rest content to embalm these results in libraries of technical studies. For their own sake, no less than that of the intelligent public, some method must be devised whereby the thoughtful citizen may be brought into productive contact with the activities of the research scholar and the treasures of knowledge be made fruitful in the common life of the world.

"The University of Minnesota is deeply interested in this general movement. Through its General Extension Division as well as through the Agricultural College, the Medical School, and other departments, it has been long engaged in a serious effort to meet the needs of the entire state. Under the impulse of this new interest, the Medical Alumni Association at a recent meeting took steps to organize some method whereby the results of medical research might be made promptly available to members of the association, and a similar interest manifests itself in other departments. It is the purpose of the General Extension Division to expand its efforts in these directions as rapidly as its resources will admit."

The remainder of the bulletin concerns itself with the various ways and means whereby the Extension Division seeks to carry out the purposes mentioned in the paragraph above. Anyone who is interested in this field will do well to send to the extension office for a copy of this bulletin. The general way in which the problem is discussed is most enlightening.

Wide Range of Subjects

Students will notice that the subjects in English and those in Speech (Public Speaking) have been divided into separate departments and that these departments are much larger than ever before.

The range of courses offered in English is very wide and should satisfy the most diversified tastes. Besides elementary courses in literature and composition, advanced courses in American and English literature are offered which not only supply the necessary credits but give to the student seeking to enlarge his acquaintance with good books and authors the opportunity to satisfy his desire. The final schedule shows thirteen such advanced courses.

The enlargement of the department of Speech makes possible the offering of the following classes: Speech Correction, Platform Reading, Interpretive Reading, Story Telling to Children, and Play Production.

Assistant Professor of English

Announcement of the appointment of Mr. Walter Blair to the position of Assistant Professor of English on the staff of the Extension Division has been made recently. Mr. Blair comes to us from the University of Chicago, from which school he holds his master's degree and where he has been a member of the faculty for the past two years. He has also taught at the downtown college in Chicago, which corresponds to our term "extension division."

The appointment of Mr. Blair makes possible the offering of advanced courses in English which have never been given through extension at the University of Minnesota before. Such courses are: Romantic Poets and Elizabethan Drama. Mr. Blair will also teach Narration, Composition IV, and Literature I.

Price Gives Address

At the meeting of the Union of Canadian Municipalities at Winnipeg, June 12, Director Price gave an address entitled "Training Municipal Officers." A full copy of the speech appeared in the August number of the Municipal Review of Canada.

Dr. Price is the Secretary-Treasurer of the League of Minnesota Municipalities.

Save a living man, nothing is so wonderful as a book.—LYMAN—*The Mind at Work*.

(Continued from page 1)

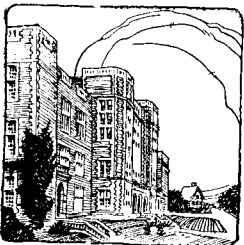
functions the preparation of the schedule of classes for evening class work and is attempting in every way through this to serve the needs of the student body. It welcomes kindly criticism and suggestions for the improvement of this service.

In other words, the Students' Work Committee so far as the student body is concerned, acts as a contact point between the student and the university administration. This holds true whether contact with the Extension Division administration is applied or contact with the general university administration, or of the separate colleges of the University.

It is a satisfaction to the Students' Work Committee that in the single year of its service to the student body so many of the students have shown their appreciation of its service and have made use of the facilities which it makes available to them. It is to be hoped that the coming year will see an enlargement of that service and increased interest on the part of the student body.

A great London Diagnostician set a young physician to work looking over the case cards in his files to learn what ailment was most predominant among his patients. Out of 5000 cards examined 300 bore the notation: "has not learned how to live."

We say that we live to learn. What most of us should do is learn to live. The object in taking an extension course is not simply to learn how to make a living but how to live. There is more to education than simply learning how to make more dollars per day.



Some of the Minneapolis classes are held in the high schools of the city. See the schedule for exact courses given there.

Many of the extension courses are conducted in the Engineering Building of the main campus. It is easily reached by bus or by the St. Paul car line.



Appreciates Literature Through Correspondence Course

Editor's Note.—The following appreciation of a correspondence course came to us a few days ago, and we should like to pass it on to our readers. The student is an inmate of one of the state penal institutions.

"I am sending in two lessons at once this time as the eighteenth was nearly half done last week.

"Being very busy most of the week, I have opportunity to study only on Saturday afternoon and evening and all of Sunday. Thus I usually try to finish what I begin on the same day (if I don't, I am set back a week), but schedules don't always work out. This is very near the end of the course and I feel that I should tell you what these two courses alone have done for me. First my knowledge and enjoyment of the finer forms of literature have been increased a thousand-fold. Second, poetry, hitherto a dead subject has been revived and made enjoyable. And, lastly, my taste in novels has been transferred from McCutcheon and other romancers to Galsworthy, Benefield, and others of the worthwhile realists. My ambition is to be able, some day, to read Conrad's "Lord Jim" with spontaneous enjoyment. That is my idea of a real test of literary taste."

New Plays Ready

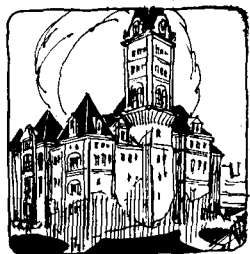
About one hundred new plays have been added recently to our Drama Library, making the total number of plays on hand about 2500. Among the recent additions are the following popular plays: "The Boomerang," "Laff That Off," "New Brooms," "The Patsy," "Pigs," "The Show-Off," "To the Ladies," "Cat and the Canary," "Icebound," "Seventh Heaven," "Whole Town's Talking," "Cabages."

The Drama Service is for schools, churches, and all organizations that desire to put on home talent plays. For the cost of postage, which is nominal, any organization may send for plays for examination to the Drama Service Library. You can name the plays that you would like to examine, and they will be sent you, if they are available. Or you may explain the kind of play you want, and several answering your description as closely as possible will be sent to you.

On request, a Drama Service Bulletin will be sent you, which lists all the plays on hand.

Orthodox education may be a preparation for life but adult education is an agitating instrumentality for changing life.—*Edward C. Lindeman.*

Man is not the creature of circumstances. Circumstances are the creatures of men. We are free agents and man is more powerful than matter.—*Benjamin Disraeli.*



This is the St. Paul Court House, where many of the St. Paul classes are held. It is in the heart of downtown district and easily accessible by bus and street car lines.

Autumn on the Mississippi

By a Student in Composition

The autumn foliage rises in two parallel walls of beauty above the dark water and disappears in the southern distance just beyond the gleaming arch of Franklin Bridge. Neither words nor pigments can reproduce the flaming glory of its coloring—masses of pale yellow and gold, vivid orange and sienna, russet, velvet brown, dull warm reds, and rare splashes of gorgeous crimson—all softened by the luminous autumn haze and blending into a symphony of exquisite loveliness.

To Think!

By a Student in Composition

I am not sure just when I decided to write. It is probable, however, that it was somewhere between the period in which I aspired to the proprietorship of a confectionery shop and the more mature age at which my aspirations inclined toward nursing as a career. At any rate, although its achievement has been deferred from year to year, the ambition has smoldered and flamed intermittently for a long, long time.

And yet, confronted with the necessity of stating my purpose in the study of English Composition, I have accomplished in several hours of intense concentration an introduction and three smeary sheets of illegible notes—notes which are nearly as vague, indefinite, and unrelated as the ideas floating in the vast, arid spaces of my mind.

I know that when I have finally succeeded in formulating and expressing one of these illusive mental treasures of mine its presentation will be far from perfect. There will be weaknesses which I shall detect and faults of which I shall be unaware. But it is the organization of the subject matter rather than its expression which threatens to blight my cherished dream.

Perhaps I demand too much of this course of study when I ask that it teach me to discipline my flighty mental habits. It is a task eight years of business experience has failed to accomplish. But even though I may learn to write as artistically as the limitations of my capability will permit, I fear that the greatest possible ease and grace of expression will be of little value if I cannot hope to discuss a simple subject without the excruciating mental travail which was necessary to the production of these paragraphs.

UNIVERSITY EXTENSION

Adult education through university extension seeks to provide adults of any age, who have not pursued all or part of a university curriculum or who, having had a part, desire to continue such a curriculum into more advanced subjects, opportunity for intellectual improvement at such time and place as approximate the adults' convenience, such opportunity being dependent on the university's type of instructor and his organization of the subject, the latter differing but little, if at all, from that required of intramural students.

A. L. HALL-QUEST,
The University Afield

New Movie Reels

Several new plays have been recently added to the film library that should prove of interest to patrons. Many others are being renovated and put in first class condition. Of the new ones, mention may be made of the following:

"How Life Begins"—4 reels. Safety stock. Shows by microscoping and animated drawings the growth of cell life, beginning with the one celled creature, and working up through various forms of life to the mammal. Nothing objectionable to the most fastidious, because it is educational in the real sense.

"Little Red Riding Hood"—4 reels. Ideal movie picture for children.

"Servant in the House"—7 reels. Picturization of Charles Rann Kennedy's famous religious drama.

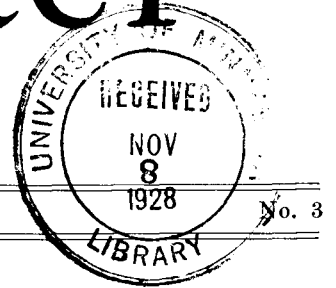
A man's education must be mainly his own work. He may be helped or he may be embarrassed greatly by his environment; but neither books, nor teachers, nor apparatus, nor other surrounding conditions of any kind will be of any avail unless he himself furnish the energizing spirit which shall put them to account. A mind is not molded as an earthen vessel is fashioned by the hand of the potter. It molds itself by virtue of an inherent force which makes for symmetry or for deformity according to the direction given it by conscientiousness and will. Libraries, universities, museums, and foreign travel are powerful auxiliaries to a man who is determined to be educated; but he will find them of no avail if he makes them anything more than secondary instrumentalities in the work. On the other hand, no lack of such advantages will prevent a man from securing a valuable education who is resolved to educate himself.—*F. A. P. Barnard.*

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Mr. F. K. Walter,
Librarian,
University Library U. of M.
Minneapolis, Minn.

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Vol. III

NOVEMBER, 1928

TEETER DISCUSSES CURRICLA ADVICE GIVEN TO DOUBTFUL STUDENT



T. A. H. Teeter

“**W**HAT subjects ought I to take this year?” This is the usual salutation which the department head or member of the student advisory committee gets from the extension student at the beginning of each new semester. When the student is registering for the first time, he is certain to say,

“While I know I want to study engineering, I am at a total loss to know where to begin,” or words to that effect.

And how should he know where to begin when, as yet to him, the subject matter of an engineering course is an unknown quantity?

For ten years or more the Bulletin of the General Extension Division has listed suggestive curricula in various engineering courses of study. These curricula or “Group Courses,” as they are called, are printed to assist the students in planning a systematic course of study with proper sequence of subjects. But at best the literature of the Extension Division reaches only a limited number of prospective students.

Language of Science Is Mathematics

No engineering course of study can be logically or profitably pursued without a thorough preparation in fundamental mathematics, viz.: algebra, geometry, trigonometry, analytical geometry and calculus.

He who wishes to understand his world, the material world around him, must understand the laws which govern it. The universe is interpreted by science. The language of science is mathematics. Since engineering is the science and art by means of which the laws of nature are interpreted for man's welfare, a knowledge of this subject is necessary to every person who wishes to study the *science* or apply the *art* of engineering.

In engineering, mathematics is necessary, not so much for its cultural as for its utilitarian value. Mathematics is cultural, as much so as history or languages. But Mathematics is placed in the engineer's curriculum for a tool or key by which the student may unlock the secrets of the laws of the universe and apply them to the good of mankind. The application of nature's laws to the welfare of man is engineering.

Engineer Has Three-fold Job

An engineer is either a designer, a builder, an operator, or all three. He must be able to read plans if not to make them. There is no more efficient way to acquire an intelligent understanding of engineering plans and drawings than actually to go about making them under a competent instructor. Therefore we provide courses in mechanical drawing, architectural design, machine design and structural design in our curriculum. Skill comes with practice.

The student of mechanical drawing in the General Extension Division classes is first taught how to make use of his drawing instruments and equipment; then to make legible letters, line drawings and projections. Although a number of the drawings are made from machine parts, not all the drawing is of things mechanical. The course is basic and covers a large field of graphical representation as used in manufacturing and commercial engineering enterprises.

The subject of design suggests materials. Of what is the structure to be made? The answer to this question requires a knowledge of applied mechanics and strength of materials, two more subjects in our curriculum. And again these subjects suggest properties of materials such as elasticity, malleability, hardness, ductility, etc.—knowledge of which the student gains in such courses as Testing Materials, Metallography, Heat Treatment of Steel, and many other courses in Experimental and Chemical Engineering.

Course of Study Suggested

Let me add this important admonition: that all extension students who have not
(Continued on page 2)

GIVES LECTURES ON THE RANGE

It is always a problem to secure good lecturers for that next meeting of the club. We suggest that you solve that question by appealing to the Lecture Bureau of the Extension Division. And, to be yet more definite, we place before you the name of Dr. John W. Powell, regular extension lecturer.



John W. Powell

It is possible to secure Dr. Powell for a limited number of lectures before women's clubs, luncheon clubs, parent-teacher associations, etc. He is teaching classes in Browning and Tennyson in the Twin Cities, Duluth, and on the Iron Range, besides lecturing for the Twentieth Century Club in Duluth, the Women's Club at Cloquet, the Thursday Club at St. Paul, and other similar organizations. He will be free, however, for day time engagements in the Twin Cities the latter part of the week, on Tuesdays in the Iron Range, and for day or evening engagements on Friday. This schedule holds until February 1, after which he will probably be freer for lecture dates.

Dr. Powell's most popular subjects are “Browning,” “Kipling,” “Bread and Lilies,” and “Literature as Interpretation.” He also has a course of three lectures on “Present Day Poetry, Fiction, and Drama” which has proved very successful.

Any organization interested in securing Dr. Powell should write as early as possible to the General Extension Division to make sure of securing a date.

Next to keeping alive, education is the most important thing in life, not only because it touches all life but from the very size of it.—Charles A. Richmond.

The Interpreter

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- S. H. Perry A. H. Speer
- H. B. Gislason

Alta J. Jones - - - - - Editor

NOVEMBER, 1928

Extension Students Take Tests

This year the regular English Placement test was given to all beginning students in English just as it is given in the regular campus classes. The results were highly satisfactory.

Out of approximately 200 students, fourteen fell below the standard established by the university for entrance into the regular freshman courses. These students have been recommended to courses which would suit their immediate needs.

With these tests as data, a comparison between day school and night school students is being made. Hitherto such an experiment has been impossible, because of the lack of such tests in the evening classes. The result of this experiment will have interest for all of us.

Lantern Club Will Hold Tryouts

At a meeting held October 19, the Lantern Club, extension student dramatic society, held election of officers with the following results: Ardella Johnson, president; Stuart Ormsbee, vice-president; Velma Price, secretary; Joseph Shannon, treasurer; Mary Nystrom, historian.

On November 16 the club will hold its next meeting at the Music Building. All those who are interested in becoming members of the society are asked to attend, as tryouts will be held at this meeting.

During the summer season the Lantern Club was very active. Besides going on an outing, the group presented "Cabbages" on July 26-27 to a full house of summer school students on the university campus. Shortly after that, the play was given at Fort Snelling for the Citizens' Military Training Camp.

We shall have to recognize that our universities, our colleges, and our schools leave education unfinished. There must be constant and continuous home study. We need to train our people in the use of the public library, and we need to inspire them to develop libraries in their own homes. The habit of reading and the ability to enjoy a good book must be fostered among those who at present have left their education behind.—NICHOLAS MURRAY BUTLER.

CORRESPONDENCE STUDY SHOWS STEADY GROWTH

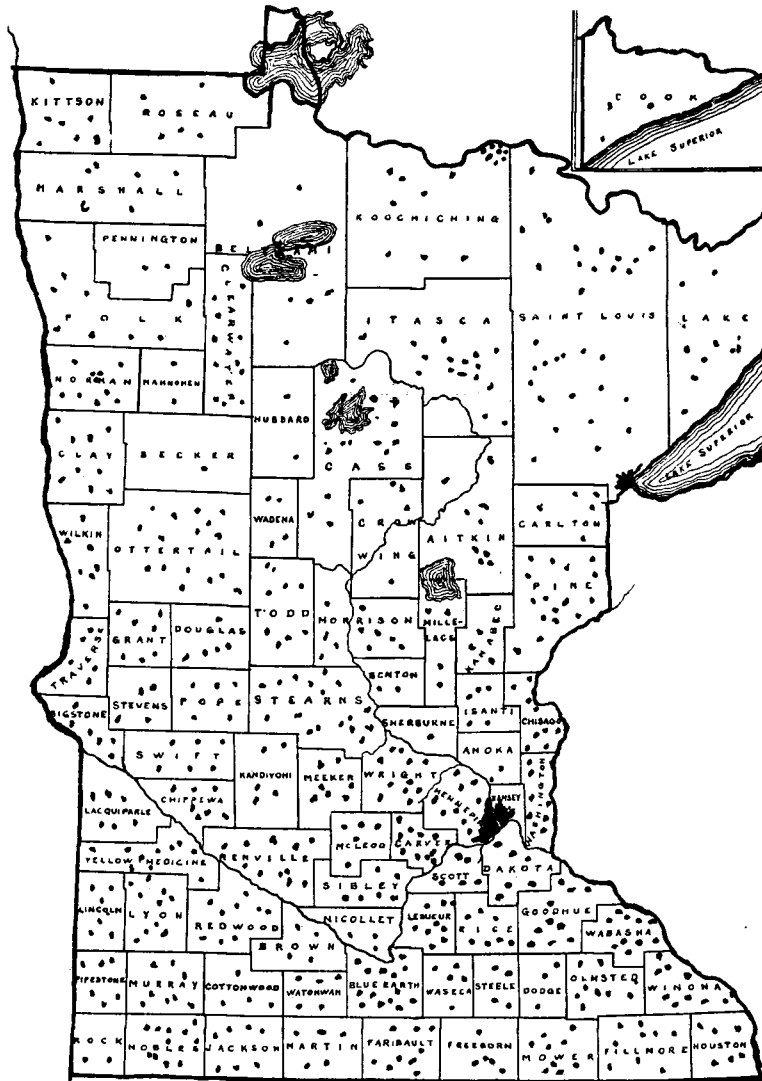
There is an old saying that "figures don't lie," which comes to the mind when one considers the growth of the correspondence department. The map which appears here is an indication of the wide

spreading of courses given through the mail by the department. It shows the distribution by counties for the years 1924-1928.

In 1924-25 there were 1,386 courses applied for, in the following year there were 1,457, in 1926-27 there were 1,457, and in 1926-27 there were 1,697 courses of lessons in circulation.

For 1927-28 a tabulation has been made of the number of students which shows them to be 1,465 strong. Of this number, 1,230 took one course, 198 registered for two, 26 studied three, 6 took four, 3 five, and 2 carried six courses. All in all there were 1,855 courses in the mail.

While the map shows the students in Minnesota, there are others scattered for many thousands of miles. As opposed to the 1,137 students in this state, there are 320 in other states, five in Canada, and one in Greece, in the Philippine Islands, and in Switzerland. The circle has a wide circumference.



(Continued from page 1)

completed a high school course should begin with the preliminary course of study and follow it through to its conclusion before attacking our regular group courses of study.

PRELIMINARY COURSE

First Semester Second Semester

First Year

- | | |
|-----------------------|-----------------------|
| Shop Math. I | Shop Math. II |
| Mechanical Drawing I | Mechanical Drawing II |
| English for Engineers | English for Engineers |

Second Year

- | | |
|---------------------|---------------------|
| Shop Math. III | Physics Laboratory |
| Physics I | Physics II |
| English Composition | English Composition |

This course will provide those subjects in a high school course most essential to an engineer's preparation. A student who has completed this preliminary course may then select one of the following group

courses, pursuing it one, two, or three evenings a week at his convenience. Completion of such a group course leads to a University Extension Certificate in Architecture or the chosen branch of Engineering. Possession of this certificate stamps the student as a man who has successfully completed a thorough and practical course of study in engineering.

Choose the Fundamentals

Because many of the students enrolling in business extension courses are from offices of the cities, they often think that they are too mature and experienced in such matters to enroll in the fundamental beginning courses. Such students often find that they are familiar only with the accounting methods of a particular business, and that they need a certain survey of fundamental principles.

Therefore business students are urged to enroll in courses in the following order: Principles of Accounting and Accounting Laboratory, Accounting Practice and Procedure, Auditing, Cost Accounting.

DOES OUR LEARNING ABILITY INCREASE AS WE GROW OLDER?

Dr. Herbert Sorenson Discusses "Adult Education" by Thorndike

WHEN there appeared from the active pen of America's best known editorial writer the statement that, "Wise providence won't let women do important mental work much before fifty," critical persons might feel that their knowledge of learning ability in relation to age has been challenged. Due to the present tendency to consider education as appropriate for all periods from infancy to senility, augmented interest and curiosity exists concerning one's ability to learn as he grows older. At present, data of a scientific and experimental nature are accumulating which help to answer whether adult study and learning are penalized by decreased learning ability, and whose dissemination renders innocuous current ideas and statements written for popular consumption such as the one quoted at the beginning of this paragraph.

The objective of this article is to present some recent scientific evidence on adult learning. The data referred to and which are quoted are taken from Thorndike's recent book called "Adult Learning." The ensuing discussion is particularly pertinent to those persons of adult ages who contemplate study or are in the midst of their study and wonder if their learning ability is as good now as it formerly was some years ago.

If the usual order be reversed and a summary be permitted here, it can be stated that experimental work in general shows that there is a slight decrement of about ten to fifteen per cent in manifested learning ability with an increase in age from the twenties to the forties. The differences with age are however, much less important than differences among persons of the same age whatever that age may be.

However, the slight decrement with age in tested learning is not validated against the inferences drawn from the apparent ability in terms of salary of a professional group (ministers), nor substantiated by the best production or "masterpiece" of eminent statesmen, reformers, business men, and various kinds of scientists. The maximal manifested usefulness of a selected group of ministers was reached at the age of 54, when a decline began to occur. The age at which the masterpiece was produced averaged 47.4 years with the oldest age at 82. It should be emphasized that many were over 60 when they did their best work.

Now it might be possible that these facts exist in spite of decreasing learning ability, beginning in the twenties, but they are suggestive that if there is a decrease in ability to learn, it is slight indeed.

There are two particular studies reported in Thorndike's volume which are quite closely related to the problems of learning encountered by matured adults in pursuing university courses. One study concerned itself with the learning of Es-

peranto, which Thorndike terms a systematic and logical subject. Forty-eight students ranging in age from 20 to 57 studied Esperanto in a manner which enabled comparisons within the group and with pupils 14-18 years of age. It is popularly thought that the upper grade and high school years are the best years for learning to read a new language, but the results showed that although the pupils of 14-18 studied considerably more, they gained in the language test only half as much. Comparisons of different age divisions within the group of adults ranging from 20 to 57 in age show a slight decrease in the amount learned. Thorndike states it as follows:

"These experiments thus add strong evidence to the general body of fact showing that childhood is inferior to the twenties and thirties in many features of learning.

"All evidence points to a curve for ability to learn a systematic logical language with a vocabulary based largely on Latin, French, German, English, and Italian, of the following type for individuals who attend school through college: Rising from 8 to 16 and probably to 20, or later, then remaining parallel to its base line to 25 or later, then dropping very, very slowly to 35, and somewhat more rapidly, but very slowly, to 45 or later."

Another reported experiment involved night-school students ranging in age from 14 to over 30 who studied various high school subjects. They were measured at the beginning and end of a term of work and it was determined that students of age 30 or over gained distinctly more than those of ages 17-19, the same as age group 25-29, but less than the group of ages, 20-24.

It should be borne in mind that the experimentation in adult learning was carried out over relatively short periods such as 20 hours, 3 months, and corresponding intervals. A discussion of the results is therefore particularly justified as the experimental results are suggestive rather than conclusive. In fact, it probably is conservative to say that Thorndike's discussion of adult education is one of the major features of his volume and probably outshines his experimental work.

From Thorndike's study, it appears that a decrease of ten to fifteen per cent in ability to learn occurs from the age of maximum capacity, which is in the twenties, to an age in the forties twenty years later. Explanations for this decrease in ability may be found in an inner degeneration of the nervous system, in disuse or long absence from a routine of study, lessened energy and enthusiasm with increasing age, and lessened opportunity to study due to heavy vocational demands.

There are several lines of evidence which suggest that inner degeneration is not a significant contributory factor to

lessened learning ability as demonstrated for increased ages. If it were, it is improbable that the average age for the production of "masterpieces" by scientists and men of affairs would have been as great as 47.4 years with many ages over 60; nor would men reach their maximum salary in a competitive profession at 54. These men were active students of their work, and no doubt operated with keyed interest and enthusiasm which enabled them to continue for a long time on a high plane of efficiency.

A quotation from an article by John G. Rockwell which considers the discrepancy between formally measured mental ability and adult creativeness suggests incentives to performance on a high level: "Adult mobilization, which, if not emotionally creativeness is the result of an intellectual driven, is at least facilitated by feeling."

On the other hand, where interest factors were different, a study of a group which had graduated from college twenty years ago showed lessened learning ability. It is not unreasonable to explain such a decrement by the principles of disuse. These graduates probably abandoned active study at the time of their graduation and were penalized by being "rusty" when they resumed formal learning. Thorndike tends to corroborate that viewpoint when he says that, "Adult learning is itself, probably a partial preventive or cure for adult inability to learn." An adult who is resuming study after a period of inactivity probably will not deceive himself if he continues his studies with the assurance that he will learn more readily with successive lessons or courses.

It appears that age beyond the adolescent years is a minor factor in learning capacity. Intelligence, interest, energy, and time are the cardinal ones. Adult education is not only psychologically sound because there is no material disability with increased age but also is sound because it satisfies the best theories in educational philosophy as well. One of the chief concerns of educational philosophers such as Dewey and Kilpatrick is to make education meaningful and purposeful—to satisfy an actual need felt by the learner. The immediate needs of adults, especially with regard to vocations, are better defined for adults than they are for children, consequently it is easier to adjust curricula to adult needs so that adults can learn things when they need and desire them.

It may be said that adult education is especially feasible from the psychological and philosophical standpoints. No indisputable evidence exists that adults can not learn as well as they could when younger and the adult education principle is particularly sound in meeting the urgent demands of those who wish to advance their training.

THRESHING ON A MINNESOTA FARM

By a Correspondence Student

It was threshing time on a farm in midwestern Minnesota. As a farm hand during vacation, I found myself a worker of Lars Thorson's Threshing Crew. At the new place to which we were going there were four huge pyramids of unthreshed wheat carefully shaped by the stackers who had arranged the amber sheaves so that they protruded with the cut stems outward, thereby protecting the filled kernels of each piled bundle.

The engineer had made fire in the boiler of the engine of the thresher and now it was five-thirty in the morning and he blew the thin, shrill whistle,—the signal for rising. We left our crude bed of hay in the barn, dressed and were ready for the breakfast that was served in the low grey portable cook house which accompanied the "outfit" wherever it went. We knew our menu before we entered the rectangular box, for the morning breeze passing the open screen door betrayed smoking bacon and freshly steeped, invigorating coffee. Coming nearer we heard the constant sputtering of eggs in hot fat. Before entering the unpretentious eating place, I took my outdoor wash with cold water that shocked my face and awakened me. I splashed water right and left. The intense tingling smell of lysol from the very orange cake of Lifebuoy soap stung in my nostrils after I had cleansed my face. I emptied the blue water basin and then dried my face with a coarse crash linen that made every blood corpuscle dance in my cheeks.

After the hasty breakfast we all hurried to our respective places; the separator man to his puffing machine, the water boy to the pump wagon, the two pitchers of bundles to their stacks nearest the separator, and I took my standing position with another boy over the revolving table called the feeder which tumbled the sheaves into the thresher.

I adjusted the leather strap with its attached knife to my wrist and was ready to receive the first bundle that my pitcher would throw to me. The leathery belt connecting the engine and separator was given a start by one man. The separator man called out, "All Ready!" Immediately the stackers pitched a sheaf each, one from the stack on the left and one from the stack on the right, then we, at the revolving table grabbed a sheaf, instantly severed the binding twine with the attached wrist knife, and adjusted the stalks with grain heads meeting the trough first. Again and again we repeated the same action.

Each minute we were becoming more uncomfortable for the fine chaff dust, loosened from the sheaves by the fall from the stacks, entered our ears, eyes, and nose. The tiny straw slivers crept under my indigo shirt and bristled over the shoulder blades and tickled my armpits. It felt as

if there was film after film of the stuff on my face and bare arms. I tied my red bandana handkerchief closer about my neck and quickly snapped the next waiting bundle. My eyes wearied of the ever coming yellow ribbon. For every sheaf, a sharp snap,—my arm shot back and forth quite automatically now. For every snap, a corresponding low chug from the separator and next the chaff was puffed out of the high spout into the air with even spurts.

The particles were light and remained in the air for a few seconds,—this gave the appearance of floating golden fleecy shreds which sparkled in the rays of the sun. Again, it looked to me like a fine gold mesh over a background of lake-blue sky. I looked up to the pitchers, and their clothes and faces were covered with the brass lint of the wheat. To one side the boy with the water wagon was listlessly waiting with half-closed lids for the order to be on duty. The net covered horses ahead of him continually swished their long untied tails from side to side to drive away the flies.

Just now the same shrill sound that had awakened me this morning was heard. A short time later all mechanical noises were stilled. The bundle pitchers slid down the sides of the stacks with speed and simultaneously there was a dry crackling of straw. It was now time off for forenoon lunch.

A girl in pink and white came carrying a heavy straw basket,—and heavy it was, for she held the other arm outright as if to balance the weight. She stooped slightly at the shoulders. She set down the linen covered basket, spread out a bleached flour sack and placed upon it a stack of shiny tin cups. At our meal we munched flaky tarts of rich raspberry centers, buttered brown bread cut an inch thick. It had a strong molasses flavor, not unpleasant to the palate. The fresh and sweet butter had melted and oozed into the newly baked bread. Well peppered meat balls whose flavor was heightened with mustard whetted our ravenous outdoor appetite. An ardent limburger cheese was under a glass cover for Olaf the Swede. Steaming coffee renewed our strength and although the day was hot, and the edge of the tin cup even hotter, we each had two well-filled cups. Now the energy seemed to surge into our muscles. Perspiration made little rivulets through the dusty films from the temples to the base of the jaw, and tiny drops of moisture appeared on the center line of our noses and directly over the upper lip. During the few moments of rest we heard the cutting buzz of the hot weather fly which appeared to be winging the heat waves that extended from the warm earth to the sunbeam-strewn sky. The air sizzled with heat.

Camping in November

I sat on my cot and listened to the pattering, patter of the raindrops on my canvas tent, which was the kind that forms a leanto against the old Ford.

The November wind, howling through the bare branches of the trees, lashed loose now and then a branch which came down on the saturated covering over my head. Through the torn, flapping curtains of the car I caught glimpses of a grey lake and a leaden sky from which dripped the never ending rain. I sat, still clad in my rain coat and rubber boots, and munched a soggy biscuit rescued from the provision box on the side of the car. How different was this from the coffee and crisp bacon I had planned for my evening meal! Instead of the fragrance of coffee I endured the smell of damp wool blankets, wet rubber, and an occasional whiff of kerosene from a smoky lantern.

From under one side of the tent came Sport, with his shaggy hair plastered flat to his long, lean body until with a vigorous shake which showered water right and left, he thrust his cold nose against my cheek. As I sat there gloomily thinking of the three-day trip before me, I recalled distinctly a quotation from Tennyson's "Idylls of the King": "Rain! Rain! Rain! A young man may be wiser by and by."

If life is to be enriched and enobled, you must first of all have an appreciation of life. A man who refuses to feel and enjoy life destroys it at its very heart.—*Gilbert Murray.*

We grow from the past to bloom in the present and to bear fruit in the future.—*William Avery Barras, Head of Libraries, Detroit, Mich.*

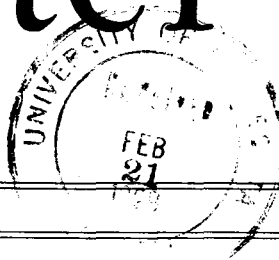
To help all men release in themselves that which liberates the highest life in their fellow beings is the aim that makes our external freedom worth developing.—*Henry Neumann.*

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Mr. F. K. Walter,
Librarian,
University Library U. of M.
Minneapolis, Minn.

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Vol. III

DECEMBER, 1928

No. 4

WHAT AN ENGLISH COURSE SHOULD DO FOR YOU

BY WALTER BLAIR

Assistant Professor of English, Extension Division



Walter Blair

EVERY student who specializes in a field has definite objectives. Your specialist in Mathematics, for example, wants to know all of the tricks involved in handling figures and elusive unknown quantities. The members of classes in Accounting are eager to learn to solve the mysteries of debits

and credits. The people who form classes in Education hope to prepare themselves for definite educational tasks. What should be the objectives of specialists in English, and how may such students reach their objectives?

English Has Two Aims

The ideal English course should do two things: it should teach the student who takes it to write effectively, and it also should teach him to read wisely. Any English course which produces students who do not know a sentence from a phrase and who write like street urchins talk obviously fails to hit its mark. Similarly, the "major" in English which does not show students how to enjoy a literary masterpiece more than they enjoy a dime novel is indeed a failure. The wise specialist in English, therefore, is the one who takes work designed to enable him to write understandably and to separate the dross from the gold, the bad from the good, in the world's mountain of books. He will find such courses listed in the catalogue of the Extension Division of the University of Minnesota.

The classes designed to teach the basic facts about writing are Composition IV, V, and VI. In these classes, students take sentences apart with a view of discovering what makes them tick; they learn ways and means of creating paragraphs which are more than vaguely connected batches

of sentences; they learn to organize their material, to besiege their readers' understandings by ordered marches of ideas; they come to worship the use of the exact word.

Vivid Writing Valuable

Advanced courses in composition and, to some extent, these beginning courses, teach another important lesson about writing, the value of vividness, concreteness, "picture writing." The abstract method of writing, as Macaulay wisely held, is never so effective as is that sort of composition which appeals to the mind through the senses. For example, when Lincoln said, "A house divided against itself cannot stand," he spoke more effectively than the man who said, "A nation cannot survive a condition of continual controversy." The homely pictorial expression of Lincoln, like the Biblical tale of the house built upon solid rock, drove home the point. When Professor William E. Dodd wanted to explain, in a recent history, that a number of Union soldiers at Bull Run retreated in a panicky fashion, he used picture writing, telling of a retreating patriot whose "coat tail flapped against his busy legs"; the professor knew the value of vividness. Description, narration, and informal exposition stress lessons of this sort.

These courses in composition serve another purpose: they stimulate appreciation of masterly writing. Just as the man who has built a bridge is a better critic of bridge building than is the man who knows nothing of the process of constructing bridges, the student who has tried to write well knows more about the earmarks of good writing than does the person who is a stranger to the pen.

Composition Teaches Appreciation

He who has labored to tell a tale of terror has a better insight into the artistry of Poe than does the person who vaguely perceives that Poe is a master of suggestion; the student who has sweated over an attempt to create a familiar essay is well prepared to stand up in meeting

and testify concerning the artistry of the fireside manner of whimsical little Charles Lamb; the amateur scribbler who has scratched his head as he tried to find the exact word to express an idea is given a background for admiring the selection of words by Walter Pater.

Courses in literature offer a more direct approach to literary appreciation. Elementary courses—the three courses in Freshman Literature—deal with the varied forms of literature. The first course deals with plays; the second treats prose literature; the third introduces the different sorts of poetry to students who wish to know how to read wisely. What are the qualities of good drama, of good prose, of good poetry? The courses attempt to give students answers to this question in order that they may use measuring sticks in judging any particular literary effort.

Survey Course Helpful

Another excellent group of courses for beginners is the Survey Course in English Literature soon to be introduced in the Extension Division. The real connoisseur of writing should be able to appreciate the charm of writers of contrasting periods. He should be acquainted not only with the fiery writings of Elizabethan dramatists and poets but also with the quaint creations of the authors of Bunyan's day such as Walton, Fuller, and Browne. He should be familiar with the polished, brilliant writing of the age of Pope and also with the soaring lyrics of the age which produced the sensuous Keats and the ethereal Shelley. Similarly, he will sympathize with the ideals and methods of Dickens, Tennyson, and Browning in the Victorian Age. The Survey Course will extend literary appreciation to various times just as introductory courses extend appreciation to sundry forms.

Great Creative Periods

Finally, the ideal student of writing in his own tongue will do well to acquaint himself well with some of the particular periods and with some of the greatest

(Continued on page 3)

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DECEMBER, 1928

Enrollment Indications

Incomplete figures for the enrollment of this first semester of 1928-29 indicate a very large number of people in attendance at extension classes.

Up to November 13, figures available were as follows:

| | |
|-------------------|-------|
| Minneapolis | 3,895 |
| St. Paul | 1,399 |
| Duluth | 825 |

Total..... 6,119

Registrations are still coming in from the Range towns and Duluth, and the final figure will probably be much more impressive than that of other years. It is of interest that the figure 6,119 represents registration of 4,596 individuals, or 1.3 courses per individual.

Final Schedule to Appear

With the January number of THE INTERPRETER will appear the schedule of classes for the coming semester which begins on February 4, 1929.

Hitherto the schedule as sent out with this paper has been only a tentative one, subject to change. This year will see a change, as the schedule will be a final one, enabling the students to make their plans with more ease than before.

In order to make this possible the January number of THE INTERPRETER will not appear until the tenth of the month.

They Like Lots of Work

The Students' Work Committee has been working overtime this year. S. H. Perry, chairman of the committee, states that the number of students who have come to this group of men with their problems is increasing, and says that he is very well pleased with the way in which such a large proportion of the student body has been reached through this agency.

A few years ago, when a restriction limiting the student to three courses in extension classes unless he petitioned to the Students' Work Committee was passed, there was a mournful and angry wail on the part of the student body. Mr. Perry states that although petitions to carry more than the usual three courses have been numerous, in no case has a petition been refused.

Rochester Has Extension Courses

Among the new out of town classes sponsored by the Extension Division are two at Rochester which are well worth our notice.

A class in Current Political Problems is being taught by R. W. Goddard, dean of the Rochester Junior College, and a course in American Literature I is being given by Miss Amanda Luelf, a member of the faculty of the same school. Enrollment for both classes is highly satisfactory.

Unusually Popular Courses

The new classes in Aviation offered this year by the Extension Division have proved very popular with the students. In Airplane Design there are 17 members, Aircraft Engines has 23, Aeronautics 19, and Practical Flying surpasses all these with an enrollment of 40.

It is of interest that the Accounting classes are larger than ever before, while Psychology courses are also increasingly popular. German courses are staging a definite comeback; in some cases they are even larger than the French courses which have surpassed them in number of students during the past years.

A medical short course is to open soon at Wadena. It will consist of a program of ten meetings, each one of which will be conducted by two doctors.

Mankato has recently completed such a course.

Engineering Classes Begin Dec. 9

T. A. H. Teeter, in charge of Engineering Courses for the Extension Division, announces that classes in Highways and Pavements, Surveying, Concrete and Structural Design will be started the week of December 3. This is done in order to accommodate the men who have been out of town engaged in field work and desire to avail themselves of the opportunities offered in the evening engineering classes.

The place and time of the classes are as follows:

Highways and Pavements, Mon., Wed. 7:30, Exp. Eng. Lab.

Plane Survey, Tues., Thurs. 7:20, Main Eng. 215.

Concrete-Struct. Design, Fri. 7:20, Main Eng. 227.

Registration for these classes must be completed by December 9.

New Members Chosen

At the meeting of the Lantern Club on November 16, seven people tried out for membership and were admitted to the club. A committee was appointed to search for a play suitable for the annual presentation in the spring.

The club is asking for yet more members, and asks that all extension students who are interested in dramatics attend the next meeting in Room 19, Music Building, December 21, at eight o'clock.

New Light on Adult Education

What is this adult education? I think that it will be sufficient to describe it as a belief in education as a continuing process throughout life. I have spent many futile hours with committees of educators, including university presidents and learned educators, attempting to define adult education. They have always failed to evolve a formula, I'm glad to say. It is far too big and broad a movement to be boxed in by a set of definitions. . . .

Let me picture adult education for you; and the instances I cite are true: twenty lumberjacks in a northwest camp discussing biology; an earnest young merchant reading Ruskin; teamsters and college graduates side by side, debating William James; mill girls and stenographers in the classic environs of Bryn Mawr; club women, convicts, farmers, statesmen, these—and countless thousands more—reaching out for an understanding of man's profoundest thoughts through the ages.

Of these materials is made the new American Association for Adult Education. It is one which, in its true form, knows no class distinction. It deals not with education for an ulterior purpose but with education for the sake of truth. The three million out-of-school men and women who believe, for whatever motive, in continuing their education throughout life in the study of good books, in contact with honest teachers and, best of all, in discussion with their fellows, merit serious contemplation.

There is still democracy left in America; a sound democracy of the mind: scornful of pretense, careless of petty dispute, disregarding of political affiliation. It grows and thrives, though we know little of its underlying philosophy and its technique. And it is vastly worth observation, study, and research!

So much for adult education per se. As you have seen, those of us who are dealing with this movement attempt neither an inclusive nor an exclusive definition. We are frank to admit that we do not know the lengths to which it will go, nor the forms that it will take. But we do know that universities are inevitably bound up in it. . . .

Alma Mater must come to mean a great and throbbing center of the best of human thought, a living university of men and women flung to the four corners of the earth, but steadfast and at one in their intellectual loyalty to an educational ideal. The alumnus of the future may feel the emotional pull at his heartstrings that is the concomitant today of enthusiastic membership in a collegiate alumni body, but in addition he must feel simultaneously a great desire to belong to his university intellectually and to care for her on that basis. . . . —Morse A. Cartwright, Director of the American Association for Adult Education, in the Notre Dame Alumnus.

A NEW KIND OF DEGREE

Just what does a degree or a certificate mean? Must we have definite tags put upon us to denote the fact that we have taken a few courses in this or that subject, or can we be content knowing that we are just a bit wiser than we were before we signed up for those courses?

Recently the suggestion was made that the Extension Division of the University of Minnesota offer a certificate in Science, Literature, and the Arts for the completion of forty-five credits. But who shall say just what these credits shall represent? All of us hesitate to say what, exactly, makes up a liberal education, a cultured man.

Arland D. Weeks, of the North Dakota State College, offers a novel idea which might be well quoted here:

"Has not higher education too few degrees, at least to be faithful to academic status as the thermometer is to weather, and too many for the simple life? But as one would expect more support for the proposal to add a degree rather than to dispense with any, and, indeed, since professional degrees exist as descriptive of fitness for technical employments, as with civil engineers and dentists, and thus are likely to continue forever, it seems best to favor another degree, of non-professional type.

"The new degree is to be conferred upon all and sundry who attend reputable institutions of learning of collegiate grade and who do pursue and actually complete with intelligent appreciation and detectable results of culture or vocational proficiency any course or courses whatsoever therein."

Mr. Weeks further states that the degree would be unique because of its very evident versatility in length of time spent in courses and the variety of the courses themselves.

"The possessors would have it for an enlargement of their education under the most delectable of assumptions, to-wit, that they went to college to learn and went away when filled."

". . . But new thousands would go to college for a while, and ask questions; and respectability would be added to the host who have already attended college, but not for four years, and whose satisfaction in achieving so much is dampened by the consciousness of not having stayed long enough to be one of the elect."

And now, it seems to me, comes the part of the suggestion which makes it worth our while to consider it:

"No formal exercises would be needed for bestowing the distinction in question, the credential being in the nature of the routine papers of the registrar's office; it would be just handed to the student. If he returned and pursued additional courses, notations would be added, and if the document finally became too mussy, a total replacement might be had with summarization of studies and proficiencies; but no bands playing and no procession when the Co. S. (College Student or Collegiate Status) is conferred; only the gratified consciousness of the possessor that he has attended for cause an institution of higher learning, and that by leaving when he did he eased the perplexed public in its struggle to decide the question of numbers in colleges."

(Continued from page 1)

authors. Certainly, every scholar will want to know as much as possible about Shakespeare, that dim figure of the Renaissance who gave the world some of its most splendid writing. Furthermore, if he is a thorough student, he will be eager to learn about the giants who competed with Shakespeare so effectively that they forced him to do his best, the dramatists of the time of Elizabeth. And it is difficult to believe that English specialists will not be eager to know intimately the writers and writings of another great creative period, the period of somber Wordsworth, of the erratic Coleridge, of plodding Southey, of Byron the spectacular, of high-minded Shelley, and of that colorful singer who died young, John Keats—a marvelous period of song.

Other Courses Desirable

These courses outlined above seem, to the writer, fundamental ones for the English specialists' curriculum. But of mak-

ing books there is no end, and the end of the study of books is difficult to mark. He who is eager to add to his understanding and appreciation of good writing will find many other courses worthy of his attention. Some courses should supplement those listed above, and the student may follow his desires in choosing between them. To the writer, some work in American literature seems necessary, not merely because to study the writings of America is patriotic but also because he who studies such creations thus gains intimate knowledge of the dreams and the deeds of his countrymen, and neither dreams nor deeds should be neglected. Other courses cover other fields which seem to plead for attention.

The student who studies the courses suggested above should achieve the ideal goals of the specialist in English: he should be able to write out his thoughts clearly and he should know the riches of the great literature written in English.

What Language Do You Speak?

"When Douglas Fairbanks went to Richard Mansfield, told him he wanted to be an actor, and asked him for advice, Mansfield counselled him to go home and 'develop himself,'—learn all sorts of things," so says Dr. Frank Crane. "If you want to be successful and are thrown into the world of big things, with men who have succeeded in other fields of endeavor, you will be able to *Speak Their Language*."

Knowledge was the language of the thousandth man.

Knowledge is the language of the hundredth man.

And because of this increasing competition everywhere, especially in office and in industry, must you develop yourself all the more.

Why does the United States do 50 per cent of the business of the world, though it has only 6 per cent of the land area and 7 per cent of the population?

Do you speak the language of the American business world?

Why does your country make and use 95 per cent of the automobiles put out annually, and find use for about the same per cent of the world's railway mileage and number of telephones?

Do you speak the language of the industrial world?

Why has the number of high school students increased tenfold or so since 1900, and the number of college attendants doubled and trebled?

Do you speak the language of the educational world?

Even though it is a matter for reproach that the language of the literary world and musical world has not risen to as high a plane in the last quarter of a century, do you then speak even their languages?

The great classics of the ages in music and literature still challenge us to speak their language.

This matter of adult education applies to everybody, everywhere and at all times. The submerged tenth in education needs the warning, not more nor possibly as much as the college graduate—that they should "learn all sorts of things" and speak the language of now, and the wise ones will learn to speak the language of ten years hence.

What language do you speak?

Holiday Frolic December 8

The Evening Students' Association is sponsoring a fifth annual party, the Holiday Frolic, on Saturday evening, December 8, in the Minnesota Union.

Tickets are on sale through the agency of the various class members of the student council. Members of extension classes are urged to secure their tickets from their own class representatives as soon as possible as the sale will be closed on December 4.

THE FIRST DOORWAY IN ST. PAUL

Editor's Note: This is the first of a series of articles written by students and dealing with historical Minnesota.

Early in the year 1838, one Pierre Parrant, a French-Canadian voyageur of doubtful character, arrived in the vicinity of Fort Snelling, and proceeded to demoralize military life there by selling liquor to the soldiers and Indians on the Reserve.

After having been driven from the reservation and prohibited from trading with the Indians or soldiers within its limits, Parrant cast about for a suitable place at which he might continue his traffic. In June of 1838, he built his cabin at the mouth of the creek which flows out of Fountain Cave, and opened a saloon to the public (soldiers and Indians) in the same month. Little did this mongrel of human society realize what he had begun—but in reality, it was he, Pierre Parrant, who stood in the first doorway of St. Paul.

There are various accounts of this questionable character, one of which is that it was difficult to tell from his personal appearance whether he was white, black, or copper-colored. He was a man somewhat advanced in years, and had a defective optic—hence the settlement was known as Pig's Eye Landing, in honor of its founder. He made various other claims of land in and about the town, later losing his original holding through default of a ninety-dollar mortgage on the property.

There is a great deal of truth in the old saying: "You can never judge the finish by the start." Just so, it was Pierre's window that first shone out into the night to guide the traveller to such a haven as St. Paul then had to offer. The old Frenchman left the settlement of his founding in 1844 for Lake Superior, and according to report died on the journey.

Another bad character, one Edward Phelan, bears mention because of his association with Parrant. Phelan, a discharged soldier from Fort Snelling, was born in Ireland. He was about twenty-seven years of age when he came to the Pig's Eye settlement in the fall of 1838; he was of fine appearance but avaricious and revengeful in disposition.

Phelan is believed to have murdered a Joseph Hays, also a former soldier, for

whom Phelan had made a claim beside that of his own. He was tried for murder, but although the evidence was strong against him, escaped conviction. Later, in 1850, he was indicted for perjury by the first grand jury in Ramsey County, but escaped arrest and trial by leaving for California. It was reported afterwards that he met with a violent death while crossing the plains.

Parrant and Phelan stand out as the two "bad men" of St. Paul's early history, and one cannot refrain from thinking what wonderful companions they must have made: the former, a dispenser of liquor, proprietor of a dive, and a general trouble-maker, and the latter furnishing the story of St. Paul's first crime in resemblance to the Cain and Abel episode. How these two must have plotted together to fleece whomever fell into their hands! It is actually peculiar how Phelan and Parrant, living evil and useless lives, met their deaths in equally ignominious fashions. One of these, however, must be credited with establishing the basis or nucleus on which such men as Governor Ramsay, Rice, Sibley, Neill, Galtier, Marshall, and numerous others were to build.

Reverend Lucian Galtier was the first Roman Catholic priest in Pig's Eye. He arrived in the village in 1840, built a log church, and dedicated it to St. Paul, the great apostle. He expressed a wish at the same time that the settlement be called St. Paul also, and the suggestion was adopted.

Thus St. Paul was founded, christened, and re-christened, and afterwards grew to be the city which it is. Its beginning commands attention and interest because it is a living, breathing succession of events bringing order out of chaos, quickly emerging victorious from a very poor start. St. Paul's foundation and growth is a typical American story—from poverty and obscurity to success and prosperity, and the Capitol city. As for me, whenever the story of St. Paul's founding passes through my mind, I always remember poor old one-eyed Parrant and the first doorway in St. Paul.

The Baguio

By a Correspondence Student who lives in the Philippine Islands

The baguio (tropical cyclone) was about to strike us as we awaited its coming in our nipa-roofed house. The natives had likewise sought shelter in their rude huts, and a peculiar sense of oriental fatalism pervaded the neighborhood. The cackling of hens, crowing of roosters, barking of dogs, squealing of pigs, and calling of birds were strangely silent. Suddenly, from a distance, a low rumbling filled the air. Louder and louder it grew. Not a

breath of atmosphere around us was stirring: still the ominous sound, increasing in volume, was approaching. Finally, roaring like a thousand charging lions, a whirlwind of flying debris encompassed our house. Timbers creaked and groaned: the roof bulged and swayed; the house leaned dangerously while objects of every description crashed here and there. How the ninety-mile an hour wind whistled and tugged and howled! Nature was rending herself in a convulsion of delirious insanity.

Why They Attend Night School

Recently students in classes in composition were asked to write a theme on the ever interesting and intriguing subject of "Why I Attend Evening Classes." Some of these themes will no doubt find their way into print eventually, but just now a general estimate of the reasons given seems interesting.

Of the large number taking English courses, approximately 75 per cent intend to apply the credits thus gained toward attendance in day school at some future time. About 20 per cent attend night school for purely cultural reasons, and the remaining numbers gave indefinite reasons—they did not know what they wanted, and are attempting to orientate themselves through classes picked at random.

It is interesting to discover these reasons for attendance in extension classes. All of them are worthy, the indefinite ones as well as those which are pointing toward a goal. When an extension course can help a person to find himself, then it is worth while.

Another fact which was brought out through the compositions was that a large number of the students saw the need for higher education in business. From the actual experience of having seen a college-bred individual promoted while another whose business training and other qualifications were equal remained at the same desk year after year, the students inferred that there was something about an education which was worth investigating.

The ten years between twenty and thirty should be charged to education. Correspondence courses and good books constitute a most profitable investment at this particular point in man's career.—From Roger W. Babson's "Business Fundamentals."

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Pres. Lotus D. Coffman,
202 Admin. Bldg.,
U. of M.,
Minneapolis, Minn.



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GETTING CONTROL OF HUMAN BEHAVIOR

BY DR. WENDELL WHITE,

Assistant Professor of Psychology, General Extension Division

"The interest in human nature—universal in one form or another—does not arise from a desire merely to understand. Ultimately it arises from a desire to get control. It may be fairly conceded that any field of purely theoretical concern, such as any of the 'pure' sciences, is originally motivated and in the last analysis is socially supported and maintained by a practical interest in governing. The 'pure knowledge' desire to learn what are the causal or invariable sequences in any body of natural phenomena really springs from the human being's practical demand for regulation and control of things by his own hand. The determination of the cause and effect relationships by accurate and impersonal investigations furnishes the materials for safe and certain predictions, and these predictions in turn give man his chance to remold his world to suit himself. So it is with the interest in psychology: it springs originally from a desire to control human nature. The human nature to be thus controlled may be another person or group of persons, or it may be one's self."—DASHIELL, FUNDAMENTALS OF OBJECTIVE PSYCHOLOGY.



Dr. Wendell White

when they are not in keeping with our wishes we strive to modify them. But success in controlling human beings, just as success in controlling the behavior of natural phenomena, necessitates a knowledge of the causes of behavior. It is only subsequent to such knowledge that effective technique for getting control can be developed.

In the determination of the causes of human behavior we have not advanced so far as we have in the determination of the causes of the behavior of natural

phenomena. How shall we account for psychology's lagging behind? Have we perhaps erred in trying to reduce human behavior to scientific laws? Such a conclusion does not seem to be warranted when we consider that psychology was much later in getting started. There seems to be a more plausible reason. In respect to both the behavior of natural phenomena and the behavior of human beings primitive man's mind was enslaved to misconceptions as to the controlling forces. To him, control in both cases was exercised by multitudinous spirits resting off yonder or hovering about or within us. But this belief was more persistent and so lingered longer in respect to human behavior; consequently man was less disposed to look at human behavior scientifically.

Though psychology is marching in the rearward of the sciences, a host of facts has been marshalled together, a synthesis of which is providing controls that are like a vista seen from a mountain after the lifting of a fog.

Control of Misbehavior

One section of psychology which is proving today to be fruitful is that which concerns itself with a study of misbehavior. There is being forced upon the public consciousness today a realization that mere repression of impulses by force does not accomplish the desired end of getting people to respond in socially acceptable ways. The psychological attitude is that we can proceed effectively in changing the responses of individuals only as we can answer the question: Why does he behave thus? The results of psychological investigations of the forces giving rise to misbehavior have suggested techniques for controlling those forces which are proving to be helpful in directing and redirecting behavior in situations where they have been applied. Last summer we read in a Minneapolis paper of a policeman reproaching a man who was beating his car because it wouldn't start, and suggesting that he get a diagnostician. Psychology's admonition to Law has been, "Go ye and do likewise."

Control of Abnormal Behavior

Investigations point more and more to the conclusion that mental disorders are due largely to faulty adjustments—to improper attitudes taken toward work and toward others in social situations. They furthermore point out that these improper adjustments are due frequently to attitudes developed in the home. In these cases control of abnormality involves a classification of these mental disorders and an analysis of their respective causes followed by education and re-education. Work along these lines is now well established in many places and is known as "mental hygiene." Here we have a nice illustration of psychology not for the sake of psychology, but for the sake of humanity.

Control in Advertising and Selling

To sell goods one must know why people buy. The man who sells is not the one who looks upon us as wanting automobiles, furs, toothpaste, or bananas, but the one who looks upon us as wanting social distinction, comfort, beauty, health efficiency, etc. He proceeds by showing that what he has to offer will satisfy one or more of our fundamental wants.

Control in Education

So it is in education. Teachers too are coming to recognize that life is a seeking of want satisfaction. Accordingly in our elementary schools we are now arranging conditions so that in the execution of school work certain fundamental wants are satisfied. The achievements in the elementary schools where this technique has been employed are gratifying. When we once get our high school and college work more on this same level there will perhaps be less occasion for deploring the attitude of students in these higher units of instruction.

Control in the Home

Recently a mother stated to the writer that her daughter had no interest whatsoever in helping her with the housework, and asked, "Why is it?" This woman had a splendid attitude. She was searching for

(Continued on page 3)

The Interpreter

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JANUARY, 1929

New Schedule Appears

With this issue of THE INTERPRETER appears the schedule for the coming semester which begins on February 4. Many changes and additions in the curricula will be noted. Besides the regular continuation courses there are several new and interesting classes in a variety of subjects offered.

Look over the list and make your plans now to register for a course during the week of February 4.

It will be noted that the classes formerly given in the Court House in Minneapolis are moved to the campus. This has been done in an attempt to centralize the Extension class activities. The campus can be reached by several street car and bus lines within fifteen minutes of the downtown district.

Course in Embalming to Be Given

The fourteenth annual session of the course in embalming will be conducted by the Extension Division beginning January 2. The course will be divided into two sessions, one of which will meet from January 2 to March 30, and the other from April 1 to June 22.

Each quarter will consist of ten weeks of academic instruction and two of practical embalming. Instructors have been recruited from the Medical School, School of Chemistry, School of Business, Department of Psychology, School of Fine Arts, School of Mines, School of Forestry, and the Academic College. Specialists from outside the university have also been secured.

Bacteriology, pathology and autopsies, chemistry, public health, anatomy, professional embalming and funeral management, business organization, and practical work will be among the subjects which will be taken up during the course.

Further information may be secured through the general office of the Extension Division.

Dr. John W. Powell, of the Extension Division staff, has given a series of six lectures on Biblical subjects during the past three months at the Judson Memorial Baptist Church, Minneapolis. The last one of the series was on the subject, "The Later Prophets," given on December 6.

Things to Remember

Some vexation is occasionally caused among students by ignorance or misinterpretation of certain University regulations. These rules and regulations are published in the Extension bulletins and every student or prospective student should familiarize himself with them. For instance!

A change of registration from the credit basis to the non-credit basis may be made on written application to the central office any time during the semester up to one week before the final examination. But on the other hand, a change from the non-credit basis to the credit basis may not be made after the middle of the semester.

Cancellation of registration may be obtained any time, but refund of any fee will be made only up to and including the eighth week of the semester. Refunds are made at the rate of 80 per cent during the first two weeks and diminishing by 10 per cent each succeeding week until the eighth week, when the refund is 20 per cent. The refund is based, not on the number of times the class was attended, but on the date in the semester when written application for refund accompanied by the receipt card, is sent to the central office. In case of dropped or discontinued classes, refund is made in full.

Institute for Embalmers

A one-week postgraduate course or Institute for Licensed Embalmers will be conducted at the University from March 25 to 30. In charge will be Mr. C. F. Callaway.

The Institute will be given many supplementary lectures on the latest phases of knowledge required by the modern funeral director. Membership will be limited to licensed embalmers. The fee for the week will be \$25.

Study Languages by Radio

Lessons in German, French, and Spanish will be given over the University Radio Station WLB each Wednesday, beginning January 9. The hour will be from eight to nine, with twenty minutes given to each language.

Professor Oscar C. Burkhard of the University German Department will give the lessons in that language, Jules T. Frelin, Assistant Professor of Romance Languages, will teach the French lessons, and Emilio C. Le Fort will instruct in Spanish.

Those who wish to pursue the courses should secure the lesson outlines from the Correspondence Study Department of the University, so that they may receive full benefit from the oral instruction. The fee is \$2 for each course.

A digest of the paper read before the Canadian League of Municipalities by Dr. Price on "Training Municipal Officials" has appeared recently in "Board and Council," published in Auckland, New Zealand, as the organ of the Municipal Association of New Zealand.

Late Registration

The attention of Extension students is particularly directed to the fact that by action of the faculty, effective the second semester of the current year, the time of regular, unpenalized registration is reduced to one week—and that the first week of class sessions. This means that all second semester students should complete their registrations during the week of February 4. After Saturday, February 9, the late registration fee of \$1.00 goes into effect. After Saturday, February 16, this fee will be \$2.00. Students are therefore urged to register promptly. The faculty action outlined above was prompted by the desire to get class work started without loss of time at the beginning of each semester.

Life Insurance

Sales Training Course

Mr. John Blond, special representative of the Provident Mutual Life Insurance Company, will be the instructor for a regular semester course in Life Insurance Salesmanship. This course will meet on Fridays beginning February 8, 6:20 to 8:00 in the School of Business building.

The Minneapolis Association of Life Underwriters, Mr. Leon A. Triggs, President, is sponsoring this sales training course. The textbook used will be *Life Insurance Salesmanship* by Dr. John A. Stevenson, Vice-President, Equitable Life Insurance Society of New York.

The practical instruction given will be vitalized by thorough discussions of typical, hypothetical cases.

A Property and Casualty

Insurance Course

The Minneapolis Underwriters Association, the Minneapolis Insurance Club, and Mr. P. H. Ware of the Ware Agency, president, are sponsoring a comprehensive course in the general lines of insurance.

The course will meet on Tuesdays beginning February 5 and will run for one semester. Special lecturers for this course have been chosen from the prominent insurance men of Minneapolis, some of whom are as follows: P. H. Ware, Claude E. Nugent, A. H. Stofft, J. F. Reynolds, William L. Droege, A. E. Adams, and A. E. Strudwick.

Topics discussed will include: rates and rate make-up; state regulations; fire prevention and fire protection; analysis of fire insurance policies; co-insurance; loss settlements; rents and lease holds; workmen's compensation; accident and health; liability; burglary; fidelity; bonding; as well as other topics.

This course will be intensely practical and will appeal to all officers and employees of general insurance offices and to those who may wish practical information on these subjects.

SUPPLEMENT TO THE INTERPRETER

UNIVERSITY OF MINNESOTA
GENERAL EXTENSION DIVISION

PROGRAM OF CLASSES

FOR MINNEAPOLIS AND ST. PAUL

Second Semester, 1928-1929—Afternoon and Evening

Beginning Week of February 4—Closing Week of May 27

Beginning with the second semester, an additional privilege fee for late registration will be charged after the first week of class sessions.

FACULTY REGULATIONS

WHO MAY ENTER.—It is not intended that any regulation should debar from the privilege of these courses any person who can profitably pursue them. Those persons who desire credit toward an academic degree must, however, comply with the regulations governing such degree. Those not desiring credit will be admitted, provided they are sufficiently mature (more than eighteen years of age), and can satisfy the department in which they wish to study that they are able to carry the work profitably to themselves and without hindrance to the class. Students may attend any class once before registering. All classes, except those in swimming, are open to both men and women.

ADVICE ON REGISTRATION.—The Students' Work Committee of the General Extension Division is ready to advise the student who is in doubt as to the classes for which he wishes to register and may be consulted, by phone or personal interview, at the office of the General Extension Division on the University Campus.

ADMISSION TO CLASSES.—A class card will be given to the student at the time of registration, which must be presented to the instructor.

No student will be regarded as registered in any class until he has paid the required fee and presented his class card to the instructor.

NORMAL LOAD.—A normal load of extension work to be carried by a full time employed student is nine credit hours—the equivalent of three semester classes per week. Twelve credit hours will be allowed by permission of the Students' Work Committee if the student's record of a previous semester warrants. Permission to take more than the maximum of twelve credit hours will be granted under exceptional circumstances.

ATTENDANCE—ABSENCE.—Every student should attend the meetings of his class regularly. For credit toward a degree or a certificate the following rule must be adhered to:

"No student whose absence exceeds three (3) of the regular scheduled sessions of the course for a semester shall be admitted to the final examination of the course without special permission of the Students' Work Committee."

GRADES.—Four grades, A, B, C, and D, are given for work of varying degrees of merit. Work of inferior grade is marked "E" (condition) or "F" (failure). Work which is of at least "D" grade but, because of circumstances beyond the student's control, not complete, may be marked "I" (incomplete).

EXAMINATIONS.—Examinations in all the subjects given are conducted during the last week of each semester. All students who are eligible for credit and desire it must pass these examinations.

CREDITS

WHAT CREDIT IS ALLOWED.—Each course scheduled in the program carries three (3) credits unless otherwise indicated.

The credits in the General Extension Division are now computed in terms of quarters, in accordance with the present University usage.

SPECIFY FOR CREDIT.—Students must state on the registration blank whether or not they desire University credit in the courses pursued. Changes from "no credit" to "credit" registration will not be made after the middle of the semester, and then only with the consent of the instructor and at the campus office of the Extension Division.

RESIDENCE CREDIT.—By action of the University Senate, attendance on extension classes in Minneapolis, St. Paul and Duluth is interpreted as meeting the requirement of residence at the University.

SIZE OF CLASSES

MINIMUM SIZE CLASSES.—Classes will not ordinarily be organized for a smaller enrolment than fifteen. Under exceptional circumstances some continuation classes will be conducted for a minimum of twelve students. However, it should be understood that in some classes a larger registration will be required. Variations of the above rule will be made only at the discretion of the director.

Any course announced may be withdrawn if the registration for that particular course is considered insufficient. In case of withdrawal of any course the full fees paid will be refunded.

LENGTH OF COURSES

SEMESTER PERIOD.—Most of the classes meet once a week for two hours for a semester of sixteen weeks with an additional week for final examinations.

CHANGE OF REGISTRATION

Students already registered, desiring to change registration to a different class, should consult the General Extension office promptly in regard to this change in order that their work may not be handicapped.

FEES

REGISTRATION.—The fee for an extension class meeting one evening a week for two hours, and continuing through one semester of seventeen weeks with three hours credit, is \$10. Wherever the fee is more or less than this standard the amount is stated in the program of classes. The tuition fee does not include the cost of texts or materials.

All fees are payable at the time of registration, and registration should not be deferred longer than the first meeting of any class. Checks should be made payable to the University of Minnesota.

Registration as a rule will not be taken at classes but must be made either at the city offices or at the campus office of the General Extension Division.

REDUCTIONS AND SPECIAL FEES

In case a student takes three or more classes simultaneously, a reduction of 10% is made in the total tuition fee, (exclusive of material fees) of \$30 or more.

LATE REGISTRATION

All students are urged to register before the first meeting of the class. An additional privilege fee for late registration is charged as follows: \$1 per course during the second week of the semester, and \$2 per course during the third week. Each week is construed to extend through Saturday evening. One meeting of each class will therefore have been held before these privilege fees become operative. No registration will be accepted later than the fourth week of a semester after the week in which the class begins, without the approval of the Students' Work Committee.

Note carefully: The last day for registration without payment of the late registration privilege fee will be Saturday, February 9, 1929.

REFUNDS

Students who cancel their registration before the middle of any semester may obtain a pro rata refund of the tuition fee, provided written notice is given the office of the General Extension Division at the time of cancellation. No refund is made after the eighth week of the semester. In no case will a refund be made to a student of a class organized on a minimum registration basis. Two dollars (\$2) of each fee is non-refundable, being withheld to cover expense of registration.

TEXTS AND MATERIALS

Texts to be used in the different classes are assigned by the instructors in those classes. The registration fee does not include the cost of such texts or other materials for use in these classes. Where mimeograph material is supplied in place of a basic text, a uniform charge of \$1 is made payable at the time of registration.

FURTHER INFORMATION

For further information as to admission, description of courses, fees, prerequisites, credits, etc., see the Bulletin of the General Extension Division, a copy of which will be sent upon request to the General Extension Division, University of Minnesota, Minneapolis, Dinsmore 2760.

Classes in this schedule are listed under headings of Science, Literature, and the Arts, Business, Education and Engineering. The place where classes are held, Campus, Minneapolis (downtown), and St. Paul (downtown) are indicated under the heading (Place).

SCIENCE, LITERATURE, AND THE ARTS CLASSES

| SUBJECT | TIME | PLACE | INSTRUCTOR | SUBJECT | TIME | PLACE | INSTRUCTOR | | | |
|--|--------|------------------------------------|------------|---|--------|--------------------------|------------|----------------|-------------------------|----------|
| Animal Biology (See under Nature Study and Zoology) | | | | | | | | | | |
| Art (See also under Education classes and Engineering classes) | | | | | | | | | | |
| Art Ed. 2 Fundamental Principles of Design II (Interior Decorating) | M7:30 | Mpls. West High, 215 | Hanley | History | | | | | | |
| Art Ed. 2 Fundamental Principles of Design II (Interior Decorating) | W7:30 | Campus Old Physics, 207a | Hanley | 2 Modern World II..... | M6:20 | St. P. Y. W. C. A. | Mudgett | | | |
| Art Ed. 46 Metal and Simple Jewelry | T7:30 | Campus Old Physics, 5 | Ross | 2 Modern World III..... | T6:20 | Mpls. Public Library | Mudgett | | | |
| 24-25-26 Freehand Drawing I, II..... | T7:30 | Campus Main Eng., 401 | Doseff | 3 Modern World III..... | W6:20 | St. P. Y. W. C. A. | Mudgett | | | |
| 27-28-29-30ex Freehand Drawing III, IV, V, VI..... | W7:30 | Campus Main Eng., 401 | Burton | 3 Modern World III..... | W7:30 | Mpls. Public Library | Harvey | | | |
| 27-28-29-30ex Freehand Drawing III, IV, V, VI..... | F7:30 | Campus Main Eng., 401 | Burton | 8 American History II..... | W4:00 | St. P. Y. W. C. A. | Perry | | | |
| (An additional fee of \$1.00 for model is required in Courses III, IV, V, and VI, payable to the instructor.) | | | | 8 American History II..... | Th7:30 | Campus Old Library, 211 | Tyler | | | |
| | | | | 80 Introduction to Economic History..... | Th7:30 | Campus Folwell, 205 | Mudgett | | | |
| | | | | 123 Later U.S. Political Leaders..... | M6:20 | Mpls. Public Library | Perry | | | |
| | | | | 123 U.S. Political Leaders..... | W7:00 | St. P. Court House, 211 | Perry | | | |
| Biology (See under Zoology) | | | | Journalism | | | | | | |
| | | | | 69 Newspaper and Magazine Articles..... | W7:30 | Campus School of Bus., 6 | Steward | | | |
| | | | | 69 Newspaper and Magazine Articles..... | W7:30 | St. P. Court House, 311 | Desmond | | | |
| Business Law (Also listed under Business classes) | | | | Mathematics (Also listed under Engineering classes) | | | | | | |
| 51* Bus. Law A (Contracts & Agency) | T8:05 | Campus Sch. of Bus., 102 | Jackman | 7 College Algebra II..... | T7:30 | St. P. Mechanic Arts | Dow | | | |
| 51* Bus. Law A (Contracts & Agency) | M6:20 | St. P. Court House, 211 | Jackman | 7 College Algebra II..... | T7:30 | Campus Main Eng., 203 | Wilcox | | | |
| 51* Bus. Law A (Contracts & Agency) | W6:20 | Campus Sch. of Bus., 102 | Jackman | 6 Trigonometry II..... | M6:30 | Campus Main Eng., 104 | Teeter | | | |
| 52* Bus. Law B (Personal Property)..... | T6:20 | Campus Sch. of Bus., 102 | Jackman | 6 Trigonometry II..... | W7:30 | St. P. Mechanic Arts | Dow | | | |
| 52* Bus. Law B (Personal Property)..... | Th6:20 | St. P. Court House, 211 | Chapin | 30 Analytic Geometry II..... | W6:30 | Campus Main Eng., 107 | Teeter | | | |
| 52* Bus. Law B (Personal Property)..... | M8:05 | St. P. Court House, 211 | Jackman | 30 Analytic Geometry II..... | T4:00 | Campus Main Eng., 5 | Teeter | | | |
| 53* Bus. Law C (Bus. Organizations) | T6:20 | Campus Sch. of Bus., 6 | Palmer | 50 Differential Calculus II..... | T7:00 | Campus Main Eng., 106 | Edwards | | | |
| 54* Bus. Law D (Real Estate)..... | Th6:20 | Mpls. Court House, 324 | Bardwell | 50 Differential Calculus II..... | W4:00 | St. P. Y. W. C. A. | Edwards | | | |
| 54* Bus. Law D (Real Estate)..... | T6:20 | St. P. Court House, 318 | Rumble | 51 Integral Calculus II..... | T8:30 | Campus Main Eng., 106 | Edwards | | | |
| | | | | 106 Differential Equations II..... | W8:15 | Campus Main Eng., 107 | Teeter | | | |
| | | | | Mathematics for Teachers (Course to be selected)..... | | | | | | |
| | | | | Mathematics for Teachers (Course to be selected)..... | | | | | | |
| | | | | Note: (The numbers of the courses above listed are those used in the bulletin of the College of Science, Literature, and the Arts.) | | | | | | |
| Chemistry (Also listed under Engineering classes) | | | | Medicine (See also under Preventive Medicine and Public Health) | | | | | | |
| 12ex { General Inorganic Chemistry... T, Th7:30 | | Campus Chem., 315 T | Geiger | 6 Plate Reading (\$30.00)..... | F6:00 | University Hospital | Rigler | | | |
| ‡ and Qualitative Analysis (\$17.00) | | Campus Chem., 210 Th | | Note: (Above course limited to six students.) | | | | | | |
| 2ex { Quantitative Analysis (\$17.00) T, Th7:30 | | Campus Chem., 310 T | Geiger | Music | | | | | | |
| ‡ (Volumetric)..... | | Campus Chem., 315 Th | | 94ex Ensemble Playing II..... | M6:20 | Campus Music Bldg., 4 | Pepinsky | | | |
| 7ex { Quantitative Analysis (\$17.00) T, Th7:30 | | Campus Chem., 310 T | Geiger | 64ex Orchestra Conducting II..... | M8:05 | Campus Music Bldg., 4 | Pepinsky | | | |
| ‡ (Pre-Medical)..... | | Campus Chem., 315 Th | | 4B Harmony II..... | T6:20 | Campus Music Bldg., 103 | Malcolm | | | |
| 1ex Testing of Petroleum Products (\$15.00)..... | T6:30 | Campus Chem., 225 | Harding | Nature Study | | | | | | |
| Note: (Above classes marked ‡ require a breakage deposit fee of \$5.00, payable at Chemistry department, unused portion to be returned.) | | | | 1ex Methods and Sources for Nature Study..... | | | | T4:00 | Mpls. West High, 215 | Hall |
| | | | | 2ex Field Course in Nature Study..... | | | | Sat. 9:00 a.m. | Campus An. Biology, 201 | Tillisch |
| Child Welfare (Also listed under Education classes) | | | | Nursing | | | | | | |
| C.W.I. 50 Educational Methods for Young Children..... | T7:30 | Mpls. Emerson School, 304 | Faegre | Teaching in School of Nursing (2 cred.) | | | | Th8:00 | Campus Main Eng., 104 | MacLurg |
| C.W.I. 50 Educational Methods for Young Children..... | M7:00 | St. P. Pub. Lib. Aud. | McGinnis | Parliamentary Law | | | | | | |
| | | | | 7ex† Parliamentary Law..... | | | | T7:30 | Campus New Law Bldg., 6 | Hawley |
| Economics and Commerce (Also listed under Business classes) | | | | Philosophy | | | | | | |
| 6 Principles of Economics I..... | Th8:05 | St. P. Court House, 206 | Myers | 124 Political and Social Ethics..... | M7:30 | Campus Folwell, 322 | Wilde | | | |
| 6 Principles of Economics I..... | Th6:20 | Campus Sch. of Bus., 102 | Graves | 110ex Contemporary Philosophy..... | T7:30 | Campus Folwell, 322 | Conger | | | |
| 7 Principles of Economics II..... | Th8:05 | Campus Sch. of Bus., 102 | Graves | Physics (Also listed under Engineering classes) | | | | | | |
| 7 Principles of Economics II..... | W6:20 | St. P. Court House, 206 | Myers | 50ex† Practical Physics II..... | W7:30 | Campus New Phys., 133 | Bleakney | | | |
| 166 Contemporary Economic Problems..... | W8:05 | St. P. Court House, 206 | Myers | Political Science | | | | | | |
| 61† Salesmanship..... | W6:20 | St. P. Court House, 313 | Gooris | 25 World Politics..... | M8:05 | Campus Old Lib., 209 | Young | | | |
| 61† Salesmanship..... | T8:05 | Campus Main Eng., 217 | Gooris | 25 World Politics..... | T6:20 | St. P. Court House, 320 | Young | | | |
| 1ex† Retail Advertising..... | T6:20 | Campus Main Eng., 217 | Gooris | Preventive Medicine and Public Health (See under Medicine also) | | | | | | |
| 1ex† Retail Advertising..... | W8:05 | St. P. Court House, 313 | Gooris | 80 Health Supervision of the School Child..... | M7:30 | Campus Millard Hall, 129 | Diehl | | | |
| 85 Economics of Retailing..... | Th7:30 | Campus Sch. of Bus., 209 | Vaile | 62 Principles of Public Health Nursing | M7:00 | St. P. Public Library, 6 | Butzerin | | | |
| 73 Railway Traffic and Rates II..... | Th6:30 | Mpls. Traffic Club | Crellin | 58 Maternal and Child Hygiene..... | W7:30 | Campus Millard Hall, 129 | Boynton | | | |
| 62† Property and Casualty Insurance | T6:20 | Mpls. Traffic Club Graves & others | Blond | 4 Increasing the Span of Human Life..... | M7:30 | Campus Millard Hall, 214 | Myers | | | |
| 2ex† Life Insurance Salesmanship..... | F6:20 | Campus School of Bus., 102 | Blond | 63 Special Fields in Public Health Nursing..... | T7:30 | Campus Millard Hall, 129 | Butzerin | | | |
| Note: (See classes under Geography and History also.) | | | | Psychology (Also listed under Education classes) | | | | | | |
| English (See classes under Speech also.) | | | | 2 General Psychology II..... | | | | T6:20 | St. P. Court House, 206 | White |
| 1 Freshman Literature I..... | T8:05 | Campus Main Eng., 136 | Jones | 2 General Psychology II..... | W6:20 | Campus Folwell, 125 | White | | | |
| 2 Freshman Literature II..... | M8:05 | Campus Main Eng., 136 | Jones | 2 General Psychology II..... | Th8:05 | Campus Folwell, 125 | White | | | |
| 2 Freshman Literature II..... | W6:20 | St. P. Public Library, 2 | Jones | 3* Psychology Applied to Daily Life..... | T8:05 | St. P. Court House, 206 | White | | | |
| 3 Freshman Literature III..... | M8:05 | Campus Main Eng., 206 | Blair | 3* Psychology Applied to Daily Life..... | W8:05 | Campus Folwell, 125 | White | | | |
| 3 Freshman Literature III..... | Th6:20 | St. P. Public Library, 2 | Blair | 1 General Psychology I..... | M7:30 | Campus Folwell, 125 | White | | | |
| 4 Freshman Literature III..... | M6:20 | Campus Main Eng., 206 | Blair | Note: (General Psychology I extends over eight weeks. Immediately following the conclusion of this course, General Psychology II will be offered for the remaining eight weeks of the semester, at the same time and place as scheduled above.) | | | | | | |
| 4 Composition IV..... | W8:05 | Campus Folwell, 204 | Appel | Note: (For Educational Psychology, see this heading under Education classes.) | | | | | | |
| 5 Composition V..... | Th8:05 | St. P. Court House, 211 | Beers | Public Speaking (See classes under Speech) | | | | | | |
| 5 Composition V..... | T6:20 | Campus Folwell 104 | Hursley | Romance Languages | | | | | | |
| 5 Composition V..... | M6:20 | Campus Main Eng., 136 | Jones | French | | | | | | |
| 6 Composition VI..... | M8:05 | Campus Folwell, 104 | Hursley | 2 Beginning French II..... | W8:05 | Campus Folwell, 226 | Cleifton | | | |
| 73 American Literature I..... | Th8:05 | Campus Folwell, 204 | Nichols | 2 Beginning French II..... | T7:00 | St. P. Marshall High | Owens | | | |
| 74 American Literature II..... | T6:20 | St. P. Public Lib., Aud. | Nichols | 20 Elementary French Conversation and Composition II..... | M6:20 | Campus Folwell, 205 | Frelin | | | |
| 11 Description..... | M7:30 | Campus Folwell, 206 | del Plaine | 5† French for Graduate Students..... | T6:20 | Campus Folwell, 205 | Frelin | | | |
| 70 Short Story Writing II..... | M6:20 | Campus Main Eng., 136 | Blair | 3 Intermediate French II..... | M7:30 | Campus Folwell, 202 | Guinotte | | | |
| 66ex The English Novel..... | W6:20 | Campus Main Eng., 136 | Blair | 3 Intermediate French II..... | T7:00 | St. P. Marshall High | Sirich | | | |
| 21 Introduction to English Literature I | W8:05 | Mpls. Vocational High, 312 | Powell | 36 Contemporary French Literature II | W7:30 | Campus Folwell, 202 | Nissen | | | |
| 62 Milton..... | W4:15 | St. P. Public Lib. Aud. | Powell | | | | | | | |
| 62 Milton..... | Th4:15 | St. P. Public Lib., 5 | MacLean | | | | | | | |
| 56 Shakespeare II..... | M7:00 | Campus Folwell, 205 | Nichols | | | | | | | |
| 56 Shakespeare II..... | W7:30 | Campus Folwell, 205 | Nichols | | | | | | | |
| 120 Advanced Story Writing II (Seminar)..... | M8:05 | Campus Folwell, 304 | Phelan | | | | | | | |
| Geography (Also listed under Business classes) | | | | | | | | | | |
| 51A Human Geography I..... | T4:15 | St. P. Public Library, 5 | Everly | | | | | | | |
| 51B Human Geography II..... | M7:30 | Campus Old Library, 103 | Davis | | | | | | | |
| 51B Human Geography II..... | Th4:15 | St. P. Public Library, 5 | Everly | | | | | | | |
| 51B Human Geography II..... | W7:30 | Campus Old Library, 103 | Davis | | | | | | | |
| German | | | | | | | | | | |
| 1B Beginning German II..... | M6:20 | Campus Folwell, 207 | Kroesch | | | | | | | |
| 2B Intermediate German II..... | T7:30 | Campus Folwell, 207 | Wangsness | | | | | | | |
| 17† German for Graduate Students..... | M7:30 | Campus Folwell, 212 | Lusky | | | | | | | |
| 14 Elementary Conversation II..... | Th6:20 | Campus Folwell, 207 | Davies | | | | | | | |
| Greek (in English) | | | | | | | | | | |
| 1 Greek Mythology..... | T7:00 | St. P. Public Library, 5 | Savage | | | | | | | |
| 1 Greek Mythology..... | F7:30 | Mpls. Public Library | Savage | | | | | | | |

Science, Literature, and the Arts Classes—Continued

| SUBJECT | TIME | PLACE | INSTRUCTOR | SUBJECT | TIME | PLACE | INSTRUCTOR |
|---|--------|-------------------------|------------|--|--------|-----------------------------|------------|
| Spanish | | | | Speech (Public Speaking) | | | |
| 2 Beginning Spanish II..... | M7:00 | St. P. Marshall High | Le Fort | 41 Speech I | Th6:20 | Mpls. Public Library | Gislason |
| 2 Beginning Spanish II..... | M7:30 | Mpls. West High, 238 | Olmsted | 41 Speech I | T6:20 | St. P. Court House, 311 | Holmes |
| 3 Intermediate Spanish II..... | M6:20 | Campus Folwell, 201 | Arjona | 41 Speech I | Th6:20 | Campus Folwell, 301 | Seering |
| Scandinavian | | | | 41 Speech I | F6:20 | St. P. Public Library, 2 | Seering |
| 7 Beginning Swedish II..... | T8:05 | Campus Folwell, 206 | Stomberg | 42 Speech II | M6:20 | St. P. Court House, 206 | Bryngelson |
| 109 Modern Swedish Literature IV.. | W7:30 | Campus Folwell, 206 | Stomberg | 42 Speech II | M6:20 | Campus Folwell, 308 | Rarig |
| Social Hygiene | | | | 42-43 Speech II, III | T8:05 | St. P. Court House, 311 | Holmes |
| 1ex† Parents and Sex Education..... | T3:00 | Campus Folwell, 110 | Owings | 52 Adv. Public Speaking II..... | Th7:00 | St. P. Public Library, Aud. | Rarig |
| P.H.59 Social Hygiene (for parents, teachers, boy-girl workers)..... | M7:00 | Campus Folwell, 105 | Owings | 162 Adv. Speech Correction | T6:20 | Campus Folwell, 406 | Bryngelson |
| Sociology | | | | 82 Interpretative Reading II..... | M6:20 | Campus Music Bldg., 19 | Staatd |
| 101 Social Organization | F7:00 | Campus Folwell, 5 | Lundquist | 91 Play Writing | M8:05 | Campus Music Bldg., 19 | Staatd |
| 14 Rural Sociology | M7:00 | St. P. Pub. Library, 2 | Lundquist | Swimming | | | |
| 14 Rural Sociology | Th6:20 | Campus Folwell, 5 | Lundquist | 1ex Swimming (\$5.00) | M7:00 | Ca. Women's Gymnasium | Lane |
| 1 Introduction to Sociology..... | M6:20 | St. P. Court House, 306 | Finney | 1ex Swimming (\$5.00) | M8:00 | Ca. Women's Gymnasium | Lane |
| 1 Introduction to Sociology..... | M6:20 | Campus Folwell, 5 | Finney | 1ex Swimming (\$5.00) | W7:00 | Ca. Women's Gymnasium | Starr |
| 6 Social Interaction | M8:05 | Campus Folwell, 5 | Finney | 1ex Swimming (\$5.00) | F7:00 | Ca. University Farm | Kaercher |
| 6 Social Interaction | W8:05 | St. P. Court House, 306 | Finney | Zoology (See classes under Nature Study also) | | | |

BUSINESS CLASSES

| SUBJECT | TIME | PLACE | INSTRUCTOR | SUBJECT | TIME | PLACE | INSTRUCTOR |
|---------------------------------------|--------|----------------------------|-------------|--|--------|------------------------------------|------------|
| Accounting | | | | Geography (Also listed under Science, Literature, and the Arts classes) | | | |
| 26 Principles of Accounting B.... | M6:20 | Campus School of Bus., 301 | Smith | 166 Contemporary Economic Problems | W8:05 | St. P. Court House, 206 | Myers |
| 26L* Accounting Lab. B (\$5.00).... | M8:05 | Campus School of Bus., 302 | Olson | 61† Salesmanship | W6:20 | St. P. Court House, 313 | Gooris |
| 26 Principles of Accounting B.... | T6:20 | Campus School of Bus., 301 | Smith | 61† Salesmanship | T8:05 | Campus Main Eng., 217 | Gooris |
| 26L* Accounting Lab. B (\$5.00).... | T8:05 | Campus Sch. of Bus., 302 | Niemackl | 1ex† Retail Advertising | T6:20 | Campus Main Eng., 217 | Gooris |
| 26 Principles of Accounting B.... | Th6:20 | Campus School of Bus., 301 | Smith | 1ex† Retail Advertising | W8:05 | St. P. Court House, 313 | Gooris |
| 26L* Accounting Lab. B (\$5.00).... | Th8:05 | Campus School of Bus., 301 | Olson | 85 Economics of Retailing..... | Th7:30 | Campus School of Bus., 209 | Vaile |
| 26 Principles of Accounting B.... | F8:05 | Campus School of Bus., 301 | Smith | 73 Railway Traffic and Rates II.... | Th6:30 | Mpls. Traffic Club | Crellin |
| 26L* Accounting Lab. B (\$5.00).... | F6:20 | Campus Sch. of Bus., 303 | Niemackl | 61† Property and Casualty Insurance | T6:20 | Mpls. Traffic Club Graves & others | |
| 26 Principles of Accounting B.... | Th6:20 | St. P. Court House, 313 | Blandin | 2ex† Life Insurance Salesmanship.... | F6:20 | Campus School of Bus., 102 | Blond |
| 26L* Accounting Lab. B (\$5.00).... | Th8:05 | St. P. Court House, 313 | Blandin | Education, History of | | | |
| 26 Principles of Accounting B.... | Th8:05 | St. P. Court H., 306 | LeBoriorous | H.Ed.103 History of Modern Elemen- tary Education | T6:20 | Campus Folwell, 125 | Alexander |
| 26L* Accounting Lab. B (\$5.00).... | Th8:05 | St. P. Court H., 306 | LeBoriorous | Educational Psychology | | | |
| 26 Principles of Accounting B.... | F6:20 | St. P. Court H., 306 | LeBoriorous | 55 Elem. Educational Psychology.... | T4:00 | Mpls. Voca. High, 312 | Sorenson |
| 26L* Accounting Lab. B (\$5.00).... | F8:05 | St. P. Court H., 306 | LeBoriorous | 55 Elem. Educational Psychology.... | W4:15 | St. P. Y. W. C. A. | Sorenson |
| 25-26 Prin. of Acct. A&B (\$20).... | T8:05 | Campus School of Bus., 301 | Smith | 60 Interp. of Statistical Measurements | W7:30 | Mpls. Voca. High, 312 | |
| 25L-26L** Acct. Lab. A&B (\$10)... | T6:20 | Campus Sch. of Bus., 302 | Niemackl | 60 Interp. of Statistical Measurements | Th6:20 | St. P. Court H., 318 | VanWagenen |
| 25-26 Prin. of Acct. A&B (\$20).... | F6:20 | Campus School of Bus., 301 | Smith | Psychology (Also listed under Science, Literature, and the Arts classes) | | | |
| 25L-26L** Acct. Lab. A&B (\$10)... | F8:05 | Campus Sch. of Bus., 303 | Niemackl | 2 General Psychology II..... | T6:20 | St. P. Court House, 206 | White |
| 25-26 Prin. of Acct. A&B (\$20).... | T6:20 | St. P. Court House, 313 | Blandin | 2 General Psychology II..... | W6:20 | Campus Folwell, 125 | White |
| 25L-26L** Acct. Lab. A&B (\$10)... | T8:05 | St. P. Court House, 313 | Blandin | 2 General Psychology II..... | Th8:05 | Campus Folwell, 125 | White |
| 25-26 Prin. of Acct. A&B (\$20).... | F6:20 | St. P. Court House, 313 | Blandin | 3* Psychology Applied to Daily Life.. | T8:05 | St. P. Court House, 206 | White |
| 25L-26L** Acct. Lab. A&B (\$10)... | F8:05 | St. P. Court House, 313 | Blandin | 3* Psychology Applied to Daily Life.. | W8:05 | Campus Folwell, 125 | White |
| 10† Elements of Accounting..... | M6:20 | Campus Sch. of Bus., 303 | Houston | 1 General Psychology I..... | M7:30 | Campus Folwell, 125 | White |
| 10L† Elem. of Acct. Lab. (\$5.00).... | M8:05 | Campus Sch. of Bus., 303 | Houston | Note: (General Psychology I extends over eight weeks. Immediately following the conclusion of this course, General Psychology II will be offered for the remaining eight weeks of the semester, at the same time and place as scheduled above.) | | | |
| 138* Acct. Prac. & Proc. B..... | M6:20 | St. P. Court House, 313 | Blandin | Note Carefully: Those interested in securing a degree from the College of Education should consult the Students' Work Committee or the College of Education bulletin early in their course to assure themselves that the work which they are taking carries credit in the specific Education course in which they are engaged. | | | |
| 138* Acct. Prac. & Proc. B..... | M6:20 | St. P. Court H., 311 | LeBoriorous | Other courses that carry credit in the College of Education will be found among the Science, Literature, and the Arts classes, under the following headings: Economics; English; Geography; German; Greek (in English); History; Journalism; Mathematics; Music; Philosophy; Political Science; Romance Languages; Scandinavian; Sociology; Speech; Zoology. | | | |
| 138* Acct. Prac. & Proc. B..... | T6:20 | Campus Sch. of Bus., 303 | Houston | | | | |
| 138* Acct. Prac. & Proc. B..... | T8:05 | Campus Sch. of Bus., 303 | Houston | | | | |
| 136 Auditing B | Th6:20 | St. P. Court House, 320 | Rotzel | | | | |
| 136 Auditing B | W6:20 | Ca. School of Bus., 202 | Reighard | | | | |
| 132 Cost Accounting B..... | T6:20 | Ca. School of Bus., 202 | Tuttle | | | | |
| 132 Cost Accounting B..... | T8:05 | Ca. School of Bus., 202 | Tuttle | | | | |
| 132 Cost Accounting B..... | M6:20 | St. P. Court House, 320 | Tuttle | | | | |
| 132 Cost Accounting B..... | M8:05 | St. P. Court House, 320 | Tuttle | | | | |
| 133a Cost Accounting D..... | Th8:05 | Campus School of Bus., 202 | Tuttle | | | | |
| 133a Cost Accounting D..... | W8:05 | St. P. Court House, 318 | Tutt'e | | | | |
| 181 Accounting Seminar B..... | W8:05 | St. P. Court House, 320 | Rotzel | | | | |
| 148 Accounting Systems | W6:20 | St. P. Court House, 318 | Tutt'e | | | | |
| 148 Accounting Systems | Th6:20 | Campus School of Bus., 202 | Tuttle | | | | |
| 142 Interp. Prac. & Proc. | Th8:05 | St. P. Court House, 320 | Rotzel | | | | |
| 134 Income Tax Problems..... | W8:05 | Campus Sch. of Bus., 102 | Munson | | | | |
| 134 Income Tax Problems..... | M6:20 | St. P. Court House, 318 | Munson | | | | |

EDUCATION CLASSES

| SUBJECT | TIME | PLACE | INSTRUCTOR |
|--|-------|---------------------------|------------|
| Administration and Supervision | | | |
| Ed.Ad.119* Elem. School Curriculum | W7:00 | St. P. Pub. Lib., Aud. | Sorenson |
| { Ed.Ad.150* Elem. School Supervision | T7:00 | Mpls. Voca. High, 312 | Sorenson |
| { (Formerly named 160—Principles of Supervision) | | | |
| Art (Also listed under Science, Literature, and the Arts classes) | | | |
| ArtEd.2 Fundamental Principles of Design II (Interior Decorating) | M7:30 | Mpls. West High, 215 | Hanley |
| ArtEd.2 Fundamental Principles of Design II (Interior Decorating) | W7:30 | Campus Old Phys., 207a | Hanley |
| ArtEd.46 Metal and Simple Jewelry.. | T7:30 | Campus Old Phys., 5 | Ross |
| Child Welfare (Also listed under Science, Literature, and the Arts classes) | | | |
| C.W.I.50 Educational Methods for Young Children | T7:30 | Mpls. Emerson School, 304 | Faegre |
| C.W.I.50 Educational Methods for Young Children | M7:00 | St. P. Pub. Lib., Aud. | McGinnis |
| Education, History of | | | |
| Educational Psychology | | | |
| Psychology (Also listed under Science, Literature, and the Arts classes) | | | |

ENGINEERING CLASSES

| SUBJECT | TIME | PLACE | INSTRUCTOR |
|---------------------------------------|----------|-----------------------|------------|
| Architecture | | | |
| 35-36 Arch. Design I, II..... | M,Th7:30 | Campus Main Eng., 302 | Havens |
| 38-39 Arch. Design III, IV (\$15).... | M,Th7:30 | Campus Main Eng., 302 | Havens |
| 132-133 Arch. Design V, VI (\$15).... | M,Th7:30 | Campus Main Eng., 302 | Havens |
| 33-34 Elements of Architecture II.... | M,Th7:30 | Campus Main Eng., 309 | Deneen |

(Regular instruction will be given on Monday and Thursday evenings; but students in the classes may work in the drafting rooms of the Architectural Department on other evenings, except Sunday.)

Art (Also listed under Science, Literature, and the Arts classes)

| | | | |
|--|-------|-----------------------|--------|
| 24-25-26 Freehand Drawing I, II.... | T7:30 | Campus Main Eng., 401 | Doseff |
| 27-28-29-30ex Freehand Drawing III, IV, V, VI..... | W7:30 | Campus Main Eng., 401 | Burton |
| 27-28-29-30ex Freehand Drawing III, IV, V, VI..... | F7:30 | Campus Main Eng., 401 | Burton |

(An additional fee of \$1.00 for model is required in Courses III, IV, V and VI, payable to the instructor.)

Aviation

| | | | |
|--|-------|-------------------|-----------|
| 1ex Navigation and Practical Flying... | W7:30 | Campus Exp. Eng., | Luethi |
| 2ex Elementary Aeronautics..... | F7:30 | Campus Exp. Eng. | Boehnlein |
| 3ex Air-Craft Engines..... | T7:30 | Campus Exp. Eng. | Robertson |
| 4ex Airplane Design..... | M7:30 | Campus Exp. Eng. | Hoglund |

Chemistry (Also listed under Science, Literature, and the Arts classes)

| | | | |
|--|---------------------|-------------------|---------|
| 12ex { General Inorganic Chemistry.. T,Th7:30 | Campus Chem., 315T | } Geiger | |
| ‡ and Qualitative Analysis(\$17.00) | Campus Chem., 210Th | | |
| 2ex { Quantitative Analysis (\$17.00) T,Th7:30 | Campus Chem., 310T | } Geiger | |
| ‡ (Volumetric)..... | Campus Chem., 315Th | | |
| 7ex { Quantitative Analysis (\$17.00) T,Th7:30 | Campus Chem., 310T | } Geiger | |
| ‡ (Pre-Medical)..... | Campus Chem., 315Th | | |
| 1ex Testing of Petroleum Products (\$15.00)..... | T6:30 | Campus Chem., 225 | Harding |

Note: (Above classes marked ‡ require a breakage deposit fee of \$5.00, payable at Chemistry department, unused portion to be returned.)

Civil Engineering

| | | | |
|------------------------------------|--------|-----------------------|---------|
| 52 Highways and Pavements II..... | W7:30 | Campus Exp. Eng., 215 | Lang |
| 32 Structural Design II..... | M7:30 | Campus Main Eng., 201 | Darrell |
| 21 Curves and Earthwork..... | W7:30 | Campus Main Eng., 215 | Cutler |
| 142 Reinforced Concrete II..... | Th7:30 | Campus Main Eng., 106 | Wise |
| 130 Hydraulics II..... | F7:30 | Campus Main Eng., 104 | Teeter |
| 22 Earthwork—Special Problems..... | Th7:30 | Campus Main Eng., 215 | Cutler |

Electrical Engineering

| | | | |
|---|--------|----------------------|---------|
| 111 Direct Current Machinery II (Elementary Electricity)..... | W7:30 | Electrical Eng., 138 | Todd |
| 112 Direct Current Lab. II (Experimental Electricity)..... | T7:30 | Electrical Eng., 107 | Hartig |
| 121* Alternating Currents II..... | Th7:30 | Electrical Eng., 237 | Johnson |
| 122 Alternating Current Lab. II..... | T7:30 | Electrical Eng., 107 | Hartig |
| 66 Radio Communication II..... | Th7:30 | Electrical Eng., 339 | Hawkins |

Note 1. Courses marked with a star (*) require a \$1 lesson material fee in addition to the tuition fee, payable at the time of registration.

Note 2. Courses marked with a double star (**) require a \$4 fee, which includes cost of text, lesson material and outfit, in addition to tuition fee, payable at the time of registration.

Note 3. Courses marked with a dagger (†) do not carry college credit; but all business and engineering courses carry credit toward the General Extension Division Certificate. All other courses do carry college credit for properly qualified students.

WHERE TO REGISTER

| | | |
|--------------|---|---|
| MINNEAPOLIS: | 102, 402 Administration Building, University of Minnesota (Campus) | Dinsmore 2760, Richard R. Price, Director of University Extension |
| MINNEAPOLIS: | 736 Security Building, Main 0624, A. H. Speer, Resident Manager | |
| ST. PAUL: | 920 Pioneer Building, Cedar 7312, C. H. Dow, Resident Manager | |
| DULUTH: | 404 Alworth Building, Melrose 7900, John L. Macleod, Resident Manager | |

The Administration Building may be reached by going two blocks from Church Street and the Washington Avenue car line or going three blocks from Seventeenth Avenue Southeast and the Oak-Harriet car line.

| SUBJECT | TIME | PLACE | INSTRUCTOR |
|--------------------------------------|--------|------------------------|------------|
| Engineering Drawing | | | |
| 1-2 Elem. Mechanical Drawing I, II.. | Th7:30 | Campus Main Eng., 201 | French |
| 16 Structural Drafting II..... | Th7:30 | Campus Main Eng., 201 | French |
| 45 Teacher's Drawing Course..... | Th7:30 | Campus Main Eng., 201 | French |
| 48* Plan Reading..... | Th7:30 | Campus Main Eng., 201 | French |
| 32 Adv. Mechanical Drawing..... | Th6:00 | St. P. Hoist & Derrick | Herrick |
| 32ex Gear & Cam Drawing..... | Th6:00 | St. P. Hoist & Derrick | Herrick |
| 16 Structural Drafting II..... | Th6:00 | St. P. Hoist & Derrick | Herrick |
| 1-2 Elem. Mechanical Drawing I, II.. | Th6:00 | St. P. Hoist & Derrick | Herrick |
| 36 Machine Design I-II..... | Th6:00 | St. P. Hoist & Derrick | Herrick |

Note: Enter American Hoist & Derrick plant through Fillmore Avenue gate.

| | | | |
|------------------------------------|-------|-----------------------|--------|
| 2 Elem. Mechanical Drawing II..... | F7:30 | St. P. Mechanic Arts | Dow |
| 81* Cost Estimating..... | F7:30 | Campus Main Eng., 201 | French |

Mathematics (Also listed under Science, Literature, and the Arts classes)

| | | | |
|---|-------|------------------------|---------|
| 2ex* Shop Math. II (Elem. Algebra).. | M7:30 | Campus Main Eng., 106 | Edwards |
| 2ex* Shop Math. II (Elem. Algebra).. | W6:00 | St. P. Hoist & Derrick | Edwards |
| Note: Students in above class must enter at the Fillmore Avenue gate. | | | |
| 10 Shop Math. IV (Higher Algebra).. | M8:15 | Campus Main Eng., 104 | Teeter |
| 11 College Algebra II..... | T7:30 | Campus Main Eng., 203 | Wilcox |
| 11 College Algebra II..... | T7:30 | St. P. Mechanic Arts | Dow |
| 12 Trigonometry II..... | M6:30 | Campus Main Eng., 104 | Teeter |
| 12 Trigonometry II..... | W7:30 | St. P. Mechanic Arts | Dow |
| 13 Analytic Geometry II..... | W6:30 | Campus Main Eng., 107 | Teeter |
| 13 Analytic Geometry II..... | T4:00 | Campus Main Eng., 5 | Teeter |
| 24 Differential Calculus II..... | T7:00 | Campus Main Eng., 106 | Edwards |
| 24 Differential Calculus II..... | W4:00 | St. P. Y. W. C. A. | Edwards |
| 25 Integral Calculus II..... | T8:30 | Campus Main Eng., 106 | Edwards |
| 151* Differential Equations II..... | W8:15 | Campus Main Eng., 107 | Teeter |

Note: (The numbers of the courses above listed are those used in the bulletin of the College of Engineering and Architecture.)

Mechanics and Materials

| | | | |
|---------------------------------|-------|-----------------------|----------|
| 33ex Strength of Materials..... | T7:30 | Campus Main Eng., 107 | Brooke |
| 130 Hydraulics II..... | F7:30 | Campus Main Eng., 104 | Teeter |
| 1ex Testing Materials..... | F7:30 | Campus Exp. Eng. | Priester |

Mechanical Engineering

| | | | |
|---|-------|---------------------------|----------|
| 166 Refrigeration II..... | F7:30 | Campus Mech. Eng., 202 | Nicholas |
| 2ex Metallography and Heat Treatment of Alloy Steels..... | M7:30 | Campus Sch. of Mines, 111 | Harder |
| 43* Engine Room Practice..... | M7:30 | Campus Mech. Eng., 252 | Martenis |
| 1ex* Pipe Layouts and Steam Fitting.. | F7:30 | Campus Mech. Eng., 252 | Martenis |
| 137 Fuels and Their Combustion II... | F7:30 | Campus Exp. Eng., 110 | Shoop |

Structural Engineering

| | | | |
|---------------------------------|--------|-----------------------|---------|
| 32 Structural Design II..... | M7:30 | Campus Main Eng., 201 | Darrell |
| 142 Reinforced Concrete II..... | Th7:30 | Campus Main Eng., 106 | Wise |

Physics (Also listed under Science, Literature, and the Arts classes)

| | | | |
|---------------------------------|-------|-------------------------------|----------|
| 50ex† Practical Physics II..... | W7:30 | Campus New Physics Bldg., 133 | Bleakney |
|---------------------------------|-------|-------------------------------|----------|

From January 28 to February 2 the offices will be open from 8:30 a.m. to 6:00 p.m. From February 4 to February 9 the offices will be open from 10:00 a.m. to 10:00 p.m. with the exception of Saturday evening. (Saturday till 6:00 p.m.) Before and after the registration period, the offices are open from 8:30 a.m. to 5:00 p.m. Last day for registration without payment of privilege fee, February 9, 1929.

N.B.—A separate leaflet is issued giving the schedule of Duluth classes. A copy may be obtained from the Duluth office, 404 Alworth Building.

WHERE CLASSES MEET

West High, Hennepin Avenue and 28th Street, Minneapolis
 Vocational High, 11th Street and Fourth Avenue South, Minneapolis
 Traffic Club, New Nicollet Hotel, Minneapolis
 Public Library, Hennepin and Tenth, Minneapolis
 Emerson School, Spruce Place and 14th Street, Minneapolis
 University of Minnesota Campus: Folwell, Chemistry, School of Business, Psychology, Library, Women's Gym., Millard Hall, Main Engineering, Music, Publications, Electrical Engineering, etc., refer to buildings on the Main University Campus.
 Court House, Fifth and Wabasha, St. Paul
 Public Library, Fourth and Washington, St. Paul
 Mechanic Arts High School, Central and Robert, St. Paul
 John Marshall Junior High School, Holly and Grotto, St. Paul
 Young Women's Christian Association, 123 West 5th Street, St. Paul

HOW TO USE THIS SCHEDULE

Subjects in this schedule are listed under the following main heads: Business; Education; Engineering, and Science, Literature, and the Arts. As to place of meeting they are listed as Campus, St. Paul (downtown), and Minneapolis (downtown).

UNITING THE CAMPUS AND THE BUSINESS WORLD

By Elizabeth T. Donahue, DIRECTOR OF PERSONNEL, TITLE INS. AND TRUST CO.

QUOTED FROM *The Spokesman*, U. OF CAL., EXTENSION DIVISION.

The business world is largely the market-place for the product of the universities. The educator may overlook this fact but the individual does not. When the university graduate enters a business organization he is quite convinced that he is the more valuable to that organization because of his educational advantages. The business organization, in turn, measures the value of this statement by the results. It is the business world that passes on the question whether or not the universities are the developers of practical men. Therefore, it is necessary that the university and the business world understand each other.

Such an understanding is being brought about in its simpler aspects by the close contacts that are being developed between the University Extension Division and the personnel directors of the larger business organizations. Both are interested in the development of the individual.

The Extension Division has been quick to grasp the fact that the personnel directors are the chief mediums through which its work may be known. This is done through the house organ, the distribution of schedules, and the interview with applicant and employee. Again, through the personnel departments the Extension Division learns of the desires and requirements of the individual. As a result of this contact the personnel director has grasped the vision of what this whole movement means to him in handling the job which big business has assigned to him, namely, human engineering.

Personnel departments are not an expression of philanthropy on the part of business organizations. Practical in all things, business men have observed that discontented and dissatisfied employees sooner or later undermine the efficiency of the whole organization. Welfare work has not brought the solution. Something finer in man himself—his sense of justice and his creative ability—must be satisfied.

Through the observations made by the various personnel departments, the executive now recognizes that the very nature of the machinery of big business has a tendency to repress instead of foster the growth of his employees. He has learned that labor turnover is costly, but that to retain men and retard their development is costly, too. Carefully to employ, make transfers and promotions, raise salaries, and start numerous activities to gain the interest and loyalty of the employee, do

not suffice. The employee himself must grow. Certainly routine work and intensive detail are not conducive to objective thinking. Yet these are the routes by which the majority of young people, including the college graduate, must enter the business world. Only when these daily tasks are performed with an understanding of their relation to the whole and employees grasp the vision that greater responsibilities demand greater knowledge, can business organizations call length of service more valuable service.

In all this the university graduate is expected to have a broader vision. He himself should know when to turn to the university for further development as he sees the requirements for establishing himself in a particular line of work. The personnel director in turn should see that every opportunity for development exists within the organization.

But what of the many people in a large business enterprise whose educational advantages have been limited? Many of these people are peculiarly well fitted to the work of the company. It is imperative to the life of big business that the pathways be cleared for the growth of such employees. Educational programs within a particular firm are necessary, but not sufficient; they are too closely allied with specific positions. The business world needs the cultural as well as the practical training of its employees.

The Extension Division offers the treasures of the University, and in some measure, solves the educational problem for the employer and employee. It assists the organization in preparing the soil for greater responsibilities; it gives the individual the joy of knowledge no matter what his daily task may be. The personnel director also catches a ray of light in his problem of human engineering. He can encourage the employee and open new doors of opportunity to him. No better endorsement can be given the extension movement than the present spreading of the message by one employee to another.

Nor may one forget in this connection that the educator who leaves the university campus to teach these business men and women gains immeasurably from his evening's work. He is compelled to connect his valuable theories with the practical situations of the business world. This happy coordination of theory and practice must inevitably enrich his own experience in the university classroom.

Every aspect of the individual must receive attention if a man is to gain an education that is useful in the best sense.

—HERBERT E. HAWKES

Whole nations have received their culture from a single book.

—EMERSON

(Continued from page 1)

a knowledge of the cause of behavior, which is essential for getting control. There are thousands of women in our cities who have this same attitude. They are organizing into clubs for the purpose of studying literature pertaining to child guidance, in some cases with and in others without the aid of an instructor.

Control in Personnel Management

To be successful in getting employees to work as well as they can, one must know, here as well as in other situations, what makes us go and what does not. In all lines of work there are employees who are performing on levels below their ability. There is a deficiency in quantity or quality of work done or both. Here is one who has, let us say, eighty-five units of capacity, but who has an output of forty-five or fifty units. There is a tendency in situations such as this to point the finger of scorn at the individual with implications to the effect that he is lazy, disinterested or possesses some other moral flabbiness. A knowledge of the underlying causes of behavior brings one to a realization that the trouble is perhaps with himself as a personnel manager—that he, not knowing the springs to human action, does not know how to make employees "step on it."

Control Via the Glands

There is much agreement of experimental data of the effects of glandular secretion on behavior. As to the degree to which we may be able to get control of behavior through control of these secretions there is very meager evidence. However, the subject is worthy of investigation and is receiving the attention of men in the field of research.

Control of Self

The great philosopher said, "Know thyself," and we might add, "if thou wouldst control thyself." We can see peculiarities in ourselves only as we study personality types, and we can control these peculiarities only as we know of their causes. Then again we can develop wholesome adjustments to the varying phases of life only as we know of the means whereby these adjustments are achieved.

Sophomore Survey Offered

On the list of courses offered for the coming semester is the long looked-for English 21-I, popularly known as "Sophomore Survey." Prerequisites for this are Composition 4-5-6.

Since the offering of this course in day school in the fall of 1927, it has grown to be one of the most generally popular of all the courses in the department. Registration embraces not only English majors but students from all colleges and in all lines of work. The course takes a historical view of literature.

Two successive courses are required for credit in general, and for the teachers' certificates 22-23, that is, the second and third quarters of the course, meet the requirements.

Ten credits in this survey course are required of all students majoring in English.

Culture is best in the measure that it diversifies the minds which it touches.

—HENRY NEUMANN

Fateful are the leisure hours—they win or lose for us all eternity.

—LORADO TAFT

EARLY HISTORY OF DULUTH

By an Extension Student in Composition

Daniel Greyselou DuLuth was the first white man to visit the present site of Duluth. He was born in 1640 at St. Germainen-Laye, a few miles west of Paris, France. DuLuth was a nobleman and a member of the French army. In 1664 he sailed for the new world and was stationed at Montreal, Canada. In 1667 he left Montreal and travelled along the southern shore of Lake Superior. It must have been an adventurous and perilous journey, for DuLuth made the trip on Lake Superior in a canoe, and Lake Superior is not known for its quiet waters.

DuLuth's purpose in making this expedition was to win the Sioux Indians for the King of France. He accomplished his purpose, for the Indians learned to like and respect him. In September of 1679 DuLuth influenced the Sioux Indians to meet with other Indians of the north, with whom they were constantly at war, for the purpose of establishing better relations between them. This meeting was held on the shore of Lake Superior in the territory that now comprises the city of Duluth.

Judge John R. Carey, of Duluth, in a paper published by the Minnesota Historical Society, summed up his estimation of DuLuth as follows: "Suffice it to say that he was a leader of men, a man of unblemished moral character and undaunted courage, a hater of the whiskey traffic among the Indians, a resolute and true soldier, and a fearless supporter and vindicator of law and order."

The first official treaty that the United States made with the Indians of Minnesota was in August of 1826 when Governor Lewis Cass and T. L. McKinney, commissioners appointed by the government, held a meeting with the Ojibway Indians at Fond du Lac, which is now a part of Duluth proper. The treaty gave the government the right to explore the country around Duluth and to take away any metals or minerals that might be found in that region.

In 1855, long before the city of Duluth was thought of, the first election was held for the purpose of electing a delegate to represent the Territory in Congress. The election was held in a log house or "claim shanty" in the center of what is now known as the down town district of Duluth.

Judge Carey at the time of this election lived in Superior, Wisconsin, but like many others claimed a residence in Minnesota because of his land claims here. He, together with eight other voters, rowed across the bay from Superior to Duluth. It was impossible to walk the distance by land because of the density of the forests and danger of wild animals.

"On arriving at Nettleton's 'claim shanty,'" writes Judge Carey, "we found a cosmopolitan congregation, made up

principally, however, of Yankees, Buckeyes, Kentuckians, Wolverines, Badgers, etc., not forgetting Canadians, French, Irish, Dutch, and Scandinavians, with a fair representation of the Ojibways, minus the blanket, but bedecked with coat and pants, as an evidence of their qualification to vote." That first election must have been an extremely important event and quite unlike our formal method of voting today.

The city of Duluth was named, of course, after its early explorer, Daniel Greyselou DuLuth. At the time of the first election Superior was considered a town of excellent advantages, and its residents felt confident that some day it would be one of the leading cities along the Great Lakes. As many of the residents of Superior held land claims in Minnesota, across the bay from Superior, Messrs. George E. Nettleton, Wm. Nettleton, J. B. Culver, and Orrin W. Rice, all residents of Superior and land owners in Minnesota, and Robert E. Jefferson, a squatter in Minnesota, decided that the present site of Duluth should be platted.

When this had been done, it followed, of course, that the new town had to be named, and to find a suitable name was left to the ambitious citizens of Superior who had platted the town. They discussed the problem with Reverend Joseph G. Wilson, a home missionary, who was living at Superior. The Reverend Mr. Wilson was promised two lots "by the proprietors of the new town, in case he would suggest an appropriate name which they would accept." He made a thorough search of the libraries belonging to the early citizens and in his search found "an old English translation of the writings of the French Jesuits, relating to themselves and the early explorers and fur traders of the Northwest. In this he ran across the name of DuLuth, along with others of those early traders and missionaries who visited the head waters of the lake in the remote past. With other names, that of DuLuth was presented by Mr. Wilson to the proprietors at their meeting one evening in the home of George E. Nettleton." That evening, no doubt in the Nettleton best parlor, DuLuth was selected as the name of the new town without "celebration or demonstration."

"In 1870 Duluth came to be a city and ever since has been growing in wealth and importance. Situated at the head of the Great Lakes where 'rails and waters meet,' it handles an immense trade. The boats loaded with grain and ore go down the great waterways to the East and come back with coal for the Northwest. Duluth has grown in beauty and public spirit as well as in wealth, and because of this and her location at the head of the lakes is called the 'Zenith City.'"

Extension Students'

Party a Success

The Holiday Frolic, given by the Extension students, December 8, in the Minnesota Union, was a success from every point of view. It is estimated that about 2,000 people attended the party.

Members of the General Arrangements Committee were: Pearl E. Thelen, general chairman; Edward Ahern, assistant general chairman; Raymond A. Fairbault, F. A. Kassebaum, Jennie Schey, F. M. Thimmes, George E. Troedson.

The entertainment, which lasted from 8:15 to 11:15, was composed largely of student talent, and was very successful. The program included vocal and instrumental numbers, quartettes and solos, dance acts, and monologues. Dancing was enjoyed in the Minnesota Union ballroom.

Officers of the organization of extension students are: Thomas E. Moore, general president; Edward Ahern, vice-president; Pearl E. Thelen, recording secretary; L. W. Holmes, credential secretary; W. C. Cheney, treasurer.

Of Interest to Club Members

Preparation of a reading course on "Famous Women," by Dr. Mildred Mudgett of the Sociology Department of the University, has been completed. The suggestion is made that this course, in outline form, and with its excellent bibliography might be used with real profit as a basis for a program for a study club.

A similar course, which is now being prepared by Dr. Solon J. Buck, Professor of History and Superintendent of the State Historical Society, will be completed soon and will be entitled "Minnesota." No credit will be allowed for either course.

Be a Columbus to whole new continents and worlds within you, opening new channels, not of trade, but of thought.

—HENRY DAVID THOREAU

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University of Minnesota

Vol. III

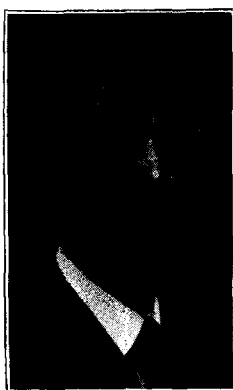
FEBRUARY, 1929

No. 6

FORWARD THE TEN MILLION

By A. H. SPEER, Head of Correspondence Study Department, Extension Division, University of Minnesota

BIG BUSINESS boasts of big figures. Corporations are amalgamating; banks are consolidating; organizations of all kinds are co-ordinating efforts and governmental budgets are doubling and trebling on account of increased activities.



A. H. Speer

All this makes for bigger figures.

But we sometimes pass by the educational figures of the day, which also have shown major increases.

Of the 80,000,000 persons in the United States 21 years and older, 40,000,000, it is said, are free to indulge in some form of adult education. If the roll were called, however, of those over 21 years, who are now studying in some way for self-betterment, the impressive number of ten million would pass in review.

But what they do is more important. Part time schools of all types absorb the interests of a great number of these millions, of which 80 per cent give their attention to vocational subjects. Reading courses, Libraries, Lectures, Chautauquas, Senates, Roundtables, Forums, Discussion groups form another large number, while other millions get a direct educational return from pageants, plays, theaters, movies, and the radio.

Adult Education on Cafeteria Plan

"Most adult education, if it is to help people," says Dr. C. A. Prosser, "must be operated on a cafeteria instead of a table d'hote plan." Give the people what they want, when they want it, and as they want it, but temper self-determination with guidance.

Adult education has not been defined by any one or rather, may we say, it has been defined by everyone. When the great definition arrives—that one forged in the fire of human service, it will glorify any educational method, place on a pinnacle any exalted plan, which tends to

raise the level of the substratum of society, to make the sea level plain of the masses a high plateau of contented populace.

Adult Education a Public Duty

There is need for a public program of adult education, fostered and furthered at public expense.

A modern adult education move that is successful must aim at helping the people. "Our culture and civilization cannot be saved by educational leaders at the head of uneducated masses." The real and lasting topography of adult education demands a high plateau of solid ground, not shifting sands, upon which may sit securely the mountain peak leaders.

To be fair, then, we must offer a public program of adult education. Just as our high schools and universities are open to the successful scions, so we should inaugurate every move, afford every facility, and open every beautiful avenue of approach to the 30,000,000 and even to the 70,000,000 adults who are not now realizing their best.

As the Masses So the Country

The solidity of a civilization does not depend upon its leaders—but it does depend upon the worth of its populace. The Jeffersonian idea is winning of its own weight. The truth is the cream of the milk, and always rises. Governmental power will never again be wrested from the people. They are the potent factor in all states and as the educational level of the populace rises, so the state endures—"To give the masses power and to deny them knowledge is to give them shadow and to deny the substance"—

With an uneducated populace, there is no solid ground for the arch, and the capstone hangs in mid-air.

Adult Education Must Stress the Spiritual

The adult education move must give to the people the things of the spirit. It must not deny the only realities there are. It is this aim that makes the problem of adult education the most important problem of our time.

The breath of the growing world, the

imagery of the sky above, the mysteries of stone and sea must become real things. Then the poetry of it all, the spirit in it all, will draw the drooping heads of the people into the clouds, and this is just as necessary as that higher education must have its deep roots in the everyday work-a-day life. The golden cords of both will interlace—only in this way, eventually, will there be true sympathy.

The commonest of means are the ones to adopt to attain these ends.

Libraries as Educators

Exalt the bookshelf. Let the 5,954 libraries in the United States have such attractive methods of display, such wealth of good things to offer, and such kindly and foreseeing librarians to offer them, that sooner or later the net will close in on the yearning public. "Education is the gateway to the world of reality, and it is to that gateway that librarians and teachers hold the keys."

Then, spread the atmosphere of the bookshelf. Can we picture the day when the person in the hamlet becomes a world citizen, and the peasant in the hovel becomes a prince in spirit, by traveling through the glorified pages of science, literature and arts? The reading course, the traveling library and fair recognition by certificate will be a wealth of satisfaction to a reading world.

Teacher, Greatest Influence

But most of all, offer the influence of the teacher—the real teacher—adapted to the peculiar methods needed to reach the populace in part time classes. Let this man serve the wanted needs of the people and of all kinds and levels of people, in such a way as to fit them for real helpful living in a true democracy. The personal contact of an inspired teacher directing the thinking of the masses along self-imposed lines cannot be estimated. Sooner or later, these lines will emerge and then become parallel with the upper class. Increasing free time will be used and not abused. All leisure will become "creative leisure," Says Ralph Hodgson, "God loves an idle rainbow, no less than laboring seas."

The Interpreter

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Richard R. Price - - - - - Director

Advisory Committee

T. A. H. Teeter C. L. Rotzel
S. H. Perry A. H. Speer
 H. B. Gislason

Alta J. Jones - - - - - Editor

FEBRUARY, 1929

Late Registration

Students who plan to attend Extension classes during the second semester, beginning the week of February 4, are urged to complete their registrations and pay the required fee not later than Saturday, February 9. After that date a late registration fee of \$1.00 in addition to the tuition fee will be charged for each course until February 16. Thereafter, the late registration fee will be \$2.00. After the third week of the semester, special permission will have to be obtained to register at all.

Residence Credit

There seems to be still more misapprehension in the matter of residence credit for courses taken through Extension classes. The regulation adopted by the University Senate, the highest legislative body of the Institution, is clear and unmistakable. It is to the effect that Extension classes conducted in Minneapolis, St. Paul, and Duluth shall be considered classes in residence. These are the three cities in the state where the General Extension Division maintains offices, and they are therefore regarded as Extension centers. In no other cities but the three named does this ruling hold. Wherever in the state classes are held, qualified students may earn credits toward a degree; only in these three places are the classes held to meet the requirements of the several colleges for residence.

Maroon and Gold Folder

The maroon and gold folder, Homecoming, is an idea expressed in literature recently and sent to the alumni of all colleges since 1921.

Homecoming to the "old grad" means much when he returns. But he need not return in order to have a homecoming.

The only instructional department which reaches the graduates when they have left the campus is the Correspondence Study Department, and for them the two hundred and forty courses are of exceeding value and interest and effect a homecoming at any moment.

The Correspondence Study Department would be glad to have every graduate realize his school-time dream of further study and work.

Popular Lecturer to Appear Again

Judge Fred G. Bale, General Extension Division lecturer, has just completed another successful lecture trip of the state. His first trip was made in April this year. He has been so universally well received, and so many requests are coming in for return engagements that arrangements are being made to bring him back into the state in April, this coming year.

As the background for his lecture work Judge Bale offers the fact that he was Prosecutor in the Juvenile Court of Columbus, one of the best known Juvenile Courts in America. During his four years as Prosecutor in this Court, an average of 1,500 cases of children passed under his observation. His experiences here have furnished him with a wealth of human interest stories with which to drive home truth.

When he addressed the Rotary Club in St. Paul at their noonday luncheon, he received an ovation. A former president of the Minneapolis Rotary Club, who was present, was so impressed with Judge Bale's message that he immediately took steps to have him appear before that club at the earliest date possible.

Judge Bale will be available in April, 1929. Committees that have not had him will have an opportunity to do so then. The Lecture and Lyceum Bureau will give you full information.

Correspondence Study Courses in Journalism

THE COUNTRY NEWSPAPER, by Mr. McCoy, CLUB PUBLICITY AND NEWS GATHERING, by Mr. Steward, and SUPERVISING OF HIGH SCHOOL AND COLLEGE PAPERS AND ANNUALS, by Mr. Kildow are the three courses that are emanating from the Journalism Department under the directorship of E. Marion Johnson, chairman.

The call for these courses opens a field at which the Journalism Department will strike directly with effective courses.

Publicity on these courses is appearing in the Minnesota Press, National Printer, and United States Publisher.

Minnesota Women

Ask for Courses

HEALTH AND CARE OF THE FAMILY, by Dr. Ruth Boynton; PUBLIC AND PERSONAL HEALTH, by Dr. W. A. O'Brien; ELEMENTS OF PREVENTIVE MEDICINE, by Dr. H. S. Diehl, are the three particular courses to be offered in answer to the needs and call of the women's clubs of the Northwest.

These courses will be such that they can be used either for personal study for credit or for club study programs.

"Study while you travel" was the motto of one University student the past summer. Through Correspondence Study she accumulated credits towards her degree while enjoying a summer in Switzerland.

Correspondence School Students, Where Do They Come From?

The forty-eight states of the Union together with the following possessions find a place upon the list of registrations in the Correspondence Study Department. The Canal Zone, Guam, Hawaii, Porto Rico, Siam, the Virgin Islands and Philippines, together with the District of Columbia have their place with the forty-eight states.

Some of the largest enrollments are in states in which there are the largest Correspondence Study Departments of the respective universities. One nearby state carries 27, another 31, another 69, another 37, another 62. A little farther away we find important states carrying 15 and 23 respectively. There are 6 registrations in California to the west which has very fine Correspondence Study facilities. Massachusetts to the east, very advanced in its Correspondence Study Department, has 1 registration.

Foreign countries are represented by Canada, Greece, Korea, and Switzerland.

Everything Up To Date

On account of changing conditions and growth of ideas, certain Correspondence Study courses are being revised and brought up to date.

Five such courses in English are being revised under the general supervision of the English Department; four courses in Sociology and the Family are proceeding rapidly under the charge of the Sociology Department.

Six courses in Norwegian will undergo thorough changes. A number of other courses will be revised shortly.

New Correspondence Study Courses in Insurance

The Minnesota Insurance Federation is giving particular help to the promotion of a course in Life Insurance theory and fundamentals as well as to courses in Property Insurance and Casualty Insurance.

These courses will be three credit sixteen lesson courses arranged by the School of Business Administration, R. A. Graves acting instructor.

Club Study Programs

The organizations of Minnesota—women's clubs, P.T.A. groups, reading circles, teachers' forums, and missionary societies are being apprized of club study programs being arranged by the Correspondence Study Department.

"Famous Women," startling in its usefulness; "Minnesota History," interesting and authoritative; "China's Present Problems," written from first-hand knowledge, are offered at a nominal sum. These programs contain material and other suggestions which cannot be procured in the average city of Minnesota.

A letter of inquiry will bring you full information.

Supplement to The Interpreter

General Extension Division University of Minnesota

CORRESPONDENCE STUDY COURSES

"If you cannot come to the University, the University will come to you."

The following list of Correspondence courses and information about registration is here given to readers of *The Interpreter* as a reminder of the opportunity which this service offers for Home Study. Students of Extension classes frequently find it possible to continue their work by Correspondence when a desired subject is not offered in class. Teachers and others in education work may find here a means toward continuing their preparation or accumulating credit towards a degree or a certificate. High School students or others who have not completed preparation for entering college will find an extensive list of courses that will aid them in many ways.

To those engaged in business and the professions, we would say that Correspondence Study offers the best practicable means of keeping mentally alert on the one hand and of acquiring much valuable technical information on the other hand. Those who have not thought of this possibility are urged to give it consideration.

GENERAL INFORMATION

WHO MAY REGISTER

Correspondence courses are open to all who are prepared to pursue them with profit. Students who expect to secure credit toward a university degree must, of course, satisfy all entrance requirements; in addition the prerequisites listed for each course must be met, at least in equivalents. But those who do not desire or expect such credit are permitted to register for any course in which they have an interest and sufficient preparation to enable them to do the work for the course. Specific items of preparation are not insisted upon so long as a general level is indicated. Students of this character are welcomed, and are given the same careful instruction and criticism as those who are candidates for a degree.

ADVANTAGES

Correspondence study accommodates itself to a person's spare time, enabling him to make valuable use of short periods which would otherwise be wasted; it permits him to carry on work in a field of study in which he has a special interest, to prepare for special occupations, to broaden his intellectual outlook, or to make up defects in his education.

The student recites on every part of every lesson and receives the individual attention of the teacher in the correction of the papers he submits. Since a student is not hurried in his work, but may within reasonable limits take as much time as he needs for the preparation of a lesson, he can master the material thoroughly.

PROCEDURE

The student who wishes to undertake correspondence study should first select such course or courses as he may desire to take and send for an application blank if he has not already obtained one. All applications must be made on the blank furnished by the department. He should fill out the blank with all the information called for and return it with the required fee to the Correspondence Study Department, General Extension Division, University of Minnesota, Minneapolis.

FEES

All fees are payable at the time the student files his application for registration. No reduction of fee is made for a combination of courses carried simultaneously. The fee for each course may be found following the description of the course.

POSTAGE

The student prepays postage on all mail sent to the University; mail sent from the University to the student is prepaid by the Correspondence Study Department.

TIME

A student may begin a Correspondence course at any time and is expected to complete the course within one year. A course not completed is considered expired, but the registration may be renewed until the course is completed within a limit of four years from the date of registration. As a rule the student should send in at least one lesson report each week. If it is not possible to do this, the department should be notified. Each report should be sent in as completed and not held until others are completed. This practice causes delay in return and robs the student of the necessary instructor's criticisms before advanced lessons are undertaken.

AMOUNT OF WORK CARRIED

Not more than two courses may be carried through correspondence at one time.

The maximum number of lessons that will normally be accepted from a student is four per week, regardless of whether one or two

courses are being carried. Any variation of this regulation must have the approval of the department.

Correspondence courses are included in the amount of work permitted for students in extension classes. Accordingly students pursuing both kinds of extension study should have their total amount approved by the director of the General Extension Division.

CREDIT

Students who undertake correspondence study work for university credit must state this fact in advance and comply with all requirements of the University, including the prerequisites for each course. University credits allowed in this connection will be recorded separately until the student matriculates at the University, when they will be recorded permanently as university credits. Registrations for credit will not be accepted unless evidence is given that university entrance requirements can be met. These requirements are usually comprised in a four-year high school course.

Those seeking a university degree must conform to all the requirements exacted by the college or school in which such degree is sought. The bulletin of any college or school may be obtained from the registrar.

It will be noted that some courses carry no credit toward degrees. These courses are designed primarily for those who study, not for a degree, but for the sake of the information or training secured. Some courses carry credit only towards an Extension Certificate.

Correspondence Courses may be counted toward degrees in the College of Engineering and Architecture upon the satisfactory completion of a comprehensive examination given by the College.

A maximum of one half of the required credits for the bachelor of arts degree may be accumulated through correspondence. The work of the earlier part of the course is more likely to be available for correspondence study. The work of the senior year, or the major portion of it, must be done in residence.

Students who undertake courses for university credit with the purpose of having the credit transferred to the teachers' college in which they are working for a diploma should make certain by consultation with the proper authorities at the teachers' college that the arrangement to do this is satisfactory and that the course selected fits into their program.

No credits may be earned by correspondence study to apply on the Master's degree, or any other graduate degree.

Notice of completion with or without credit, as the case may be, is sent by the university registrar to each student who satisfactorily completes a course.

EXAMINATIONS

If a student wishes to receive credit for a correspondence study course, he must write a final examination. Success in this examination is requisite to credit. Failure in the examination means failure in the course, regardless of previous grades.

The examination must if possible be taken at one of the University Extension offices. If this is impracticable, the examination must be written under the supervision of a county superintendent, or the superintendent or principal of a public high school.

TEXT BOOK AND REFERENCE MATERIAL

Students are expected to purchase their text books.

An attempt should be made to secure the assistance of local libraries in obtaining reference material. Some reference books may

be borrowed from the *Library of the University of Minnesota*. Such loans are necessarily limited to books which are not needed for the use of resident students.

Residents of Minnesota may borrow books from the *Library Division of the State Department of Education*, State Historical Building, St. Paul. Residents of other states, no doubt, will be able to secure the same service from the Department of Education in their own states.

The General Extension Division now has in connection with some courses, a loan library service. This will be designed to furnish reference books to those unable to secure them near their homes or from other sources, and thus enrich the work of the courses. A small fee will be charged for the service. Details of the plan of the service will be supplied in connection with the first lessons of the courses for which it is available.

You will not find in these paragraphs all the information you need to know about Correspondence Study. For a complete bulletin address

General Extension Division, University of Minnesota, Minneapolis.

AN OPPORTUNITY FOR STUDY CLUBS

GROUP STUDY PLAN.—This plan, in brief, provides for the acceptance of registration for any of the courses offered by Correspondence, from the club or group interested, through one of its members who may be chosen as correspondent for the group. The group will then in any manner which it agrees upon conduct its co-operative group study, make the lesson reports, and receive the corrections of an instructor just as if the course were given to a single individual. This will yield, therefore, both the advantages of co-operative effort in study and the value of having that study practically on an individual plan.

Only one fee for the group is charged. It is not, of course, possible to give University credit for a course taken in this way.

READING COURSES.—These are not correspondence study courses but are organized reading outlines which may serve as a basis for a club program. Three courses are now available or will be available in a few weeks; others will be added from time to time.

Famous Women—prepared by Dr. Mildred Mudgett, Professor in the Department of Sociology.

Minnesota—prepared by Dr. Solon J. Buck, Professor of History and Superintendent of the Minnesota State Historical Society.

Problems of Modern China—prepared by Mr. No Yong Park, Lecturer in the General Extension Division.

ESPERANTO

Esperanto is a semi-artificial language, based upon the principal European tongues. It does not aim to supplant, but merely to supplement, the national languages. With its sixteen grammatical rules, its phonetic spelling, its international root-words, and its ingenious system of word building, Esperanto is ten times as easy to learn as any national language.

The Correspondence Study Department now offers two courses in Esperanto,—a beginning and an advanced course. By this means the student is brought into contact with the written language, and is given personal instruction by Dr. Lehman Wendell who is the vice-president of the Esperanto Association of North America.

COURSES IN PREPARATION

Journalism.—Courses designed to be especially helpful to rural newspaper editors and supervisors of high school publications.

Insurance.—Fire, Property, and Casualty Insurance.

Health.—Elements of Preventive Medicine, Personal and Public Health, and Health Care of the Family.

LIST OF CORRESPONDENCE COURSES

High School Courses may be found on page 4.

| SUBJECT | CREDIT | FEE | INSTRUCTOR | SUBJECT | CREDIT | FEE | INSTRUCTOR |
|---|--------|---------|---------------------|---------------------------------------|--------|-------|------------|
| ANTHROPOLOGY | | | | History of Modern Education..... | 4½ | 15.00 | Alexander |
| Introduction to Anthropology..... | 5 | \$17.00 | Wallis | Industrial Education | 4½ | 15.00 | Rankin |
| ART EDUCATION | | | | Theory of Teaching..... | 4½ | 15.00 | Alexander |
| Interior Decorating | 3 | 10.00 | Hanley | School Organization and Law..... | 5 | 17.00 | Rankin |
| ASTRONOMY | | | | School Sanitation | 5 | 17.00 | Rankin |
| Descriptive Astronomy | 5 | 17.00 | Beal | Social Aspects of Education..... | 5 | 17.00 | Rankin |
| Uranography | 0 | 7.50 | Beal | Industrial History | 2 | 7.00 | Rankin |
| BUSINESS | | | | The High School..... | 3 | 10.00 | Kefauver |
| Business Correspondence | 0 | 15.00 | Creamer | Junior High School..... | 3 | 10.00 | Kefauver |
| Business Law A | 3 | 10.00 | Jackman | Teaching of Related Subjects..... | 3 | 10.00 | Smith |
| Business Law B | 3 | 10.00 | Jackman | ENGINEERING | | | |
| Business Law C | 3 | 10.00 | Jackman | Shop Mathematics I..... | 0 | 15.00 | Edwards |
| Business Law D | 3 | 10.00 | Jackman | Shop Mathematics II..... | 0 | 15.00 | Edwards |
| Principles of Accounting I..... | 4 | 14.00 | Youngs | Mechanical Drawing I..... | 0 | 12.50 | French |
| Principles of Accounting II..... | 4 | 14.00 | Youngs | Mechanical Drawing II..... | 0 | 12.50 | French |
| INSURANCE | | | | Elementary Mechanics | 0 | 15.00 | Teeter |
| *Fire Insurance | 3 | 10.00 | Graves | Technical Mechanics I..... | 0 | 17.00 | Teeter |
| *Property Insurance | 3 | 10.00 | Graves | Technical Mechanics II..... | 0 | 17.00 | Teeter |
| *Casualty Insurance | 3 | 10.00 | Graves | Strength of Materials—Elementary..... | 0 | 10.00 | Teeter |
| CHILD WELFARE | | | | Strength of Materials—Technical..... | 0 | 17.00 | Teeter |
| Child Care and Training..... | 0 | 00.00 | Inst. Child Welfare | Hydraulics | 0 | 14.00 | Teeter |
| Child Development and Training..... | 3 | 10.00 | Anderson | Electricity and Magnetism I..... | 0 | 15.00 | Edwards |
| Educational Methods for Young Children | 3 | 10.00 | McGinnis | Electricity and Magnetism II..... | 0 | 15.00 | Edwards |
| ECONOMICS | | | | Alternating Currents | 0 | 12.50 | Edwards |
| Principles of Economics I..... | 5 | 17.00 | Kozelka | Heating and Ventilating..... | 0 | 10.00 | Martenis |
| Principles of Economics II..... | 5 | 17.00 | Kozelka | Boiler Room Practice | 0 | 10.00 | Martenis |
| Banking Practice | 4½ | 15.00 | Myers | Engine Room Practice..... | 0 | 13.50 | Martenis |
| Labor Problems | 3 | 10.00 | Hansen | Elements of Machine Design..... | 0 | 15.00 | Edwards |
| Public Finance | 4½ | 15.00 | Blakey | Descriptive Geometry | 0 | 17.00 | Teeter |
| Commercial Policies | 3 | 10.00 | Blakey | Lumber and Its Uses..... | 0 | 8.00 | Cheyney |
| Economic History I..... | 4½ | 15.00 | Mudgett | ENGLISH | | | |
| Economic History II..... | 4½ | 15.00 | Mudgett | Survey of English Literature I..... | 3 | 10.00 | Grandy |
| Mechanism of Exchange | 5 | 17.00 | Myers | Survey of English Literature II..... | 3 | 10.00 | Grandy |
| Investments | 3 | 10.00 | Gunnarson | Survey of English Literature III..... | 3 | 10.00 | Grandy |
| Corporation Finance | 3 | 10.00 | Stehman | Introduction to Literature I..... | 5 | 17.00 | Blair |
| Economics of Retailing..... | 3 | 10.00 | Vaile | Introduction to Literature II..... | 5 | 17.00 | Blair |
| Retail Store Advertising..... | 3 | 10.00 | Vaile | Introduction to Literature III..... | 5 | 17.00 | Blair |
| EDUCATION | | | | American Literature I..... | 3 | 10.00 | Nichols |
| Educational Psychology | 3 | 10.00 | White | American Literature II..... | 3 | 10.00 | Nichols |
| History of Education to the Reformation | 4½ | 15.00 | Alexander | The English Novel | 4½ | 15.00 | Hessler |
| | | | | Shakespeare I | 3 | 10.00 | Nichols |
| | | | | Shakespeare II | 3 | 10.00 | Nichols |
| | | | | Subfreshman Rhetoric | 0 | 10.00 | del Plaine |
| | | | | Composition I | 3 | 10.00 | Jones |

| SUBJECT | CREDIT | FEE | INSTRUCTOR | SUBJECT | CREDIT | FEE | INSTRUCTOR |
|--|--------|-------|------------|--|-----------|-------|------------|
| Composition II | 3 | 10.00 | Grandy | MUSIC | | | |
| Composition III | 3 | 10.00 | del Plaine | Harmony I | 3 | 10.00 | Malcolm |
| Exposition | 3 | 10.00 | Jones | Harmony II | 3 | 10.00 | Malcolm |
| Description | 3 | 10.00 | Jones | Harmony III | 3 | 10.00 | Malcolm |
| Narration | 3 | 10.00 | Jones | Instrumentation and Orchestration I..... | 2 | 7.00 | Pepinsky |
| Versification I | 3 | 10.00 | Nichols | Instrumentation and Orchestration II..... | 2 | 7.00 | Pepinsky |
| Versification II | 3 | 10.00 | Nichols | Instrumentation and Orchestration III..... | 2 | 7.00 | Pepinsky |
| The Short Story I..... | 3 | 10.00 | Phelan | | | | |
| The Short Story II..... | 3 | 10.00 | Phelan | PERSONNEL ADMINISTRATION | | | |
| ESPERANTO | | | | Personnel Administration | 3 | 10.00 | Stead |
| Beginning Esperanto | 0 | 10.00 | Wendell | Advanced Personnel Administration..... | 3 | 10.00 | Stead |
| Advanced Esperanto | 0 | 10.00 | Wendell | | | | |
| GERMAN | | | | PHYSICS | | | |
| Beginning German I..... | 5 | 17.00 | Burkhard | Elementary Physics A | 0 | 10.00 | Teeter |
| Beginning German II..... | 5 | 17.00 | Burkhard | Elementary Physics B | 0 | 10.00 | Teeter |
| Beginning German III..... | 5 | 17.00 | Burkhard | Elements of Mechanics and Sound..... | 3 | 10.00 | Edwards |
| Rapid Reading I..... | 5 | 17.00 | Kroesch | Heat | 3 | 10.00 | Edwards |
| Elementary Composition I..... | 3 | 10.00 | Lussy | Optics | 3 | 10.00 | Edwards |
| Elementary Composition II..... | 3 | 10.00 | Lussy | Magnetism and Electricity..... | 3 | 10.00 | Edwards |
| Drama I | 4½ | 15.00 | Davies | | | | |
| Drama II | 4½ | 15.00 | Davies | POLITICAL SCIENCE | | | |
| Chemical German I..... | 3 | 10.00 | Lussy | American Government | 5 | 17.00 | Saunders |
| Chemical German II..... | 3 | 10.00 | Lussy | Municipal Government | 5 | 17.00 | Starr |
| Medical German I..... | 3 | 10.00 | Burkhard | Municipal Government—Short Course..... | 0 | 10.00 | Starr |
| Medical German II..... | 3 | 10.00 | Burkhard | State Government | 5 | 17.00 | Field |
| | | | | International Law | 4½ | 15.00 | Quigley |
| | | | | Political Parties | 3 | 10.00 | Saunders |
| GEOLOGY | | | | | | | |
| Dynamic and Structural Geology..... | 5 | 17.00 | Thiel | PREVENTIVE MEDICINE | | | |
| | | | | *Elements of Preventive Medicine..... | 3 | 10.00 | Diehl |
| GREEK | | | | *Public and Personal Health..... | 3 | 10.00 | O'Brien |
| Beginning Greek I..... | 5 | 17.00 | Savage | *Health Care of the Family..... | 3 | 10.00 | Boynton |
| Beginning Greek II..... | 5 | 17.00 | Savage | | | | |
| Beginning Greek III..... | 5 | 17.00 | Savage | PSYCHOLOGY | | | |
| History—Xenophon's Anabasis | 5 | 17.00 | Savage | General Psychology I..... | 3 | 10.00 | White |
| History—Herodotus | 5 | 17.00 | Savage | General Psychology II..... | 3 | 10.00 | White |
| Epic Poetry | 5 | 17.00 | Savage | Employment and Vocational Psychology | 3 | 10.00 | Paterson |
| Philosophy | 3 | 10.00 | Savage | | | | |
| Oratory | 3 | 10.00 | Savage | ROMANCE LANGUAGES | | | |
| Dramatic Poetry | 3 | 10.00 | Savage | FRENCH | | | |
| HISTORY | | | | Beginning French I..... | 5 | 17.00 | Frelin |
| Ancient History I..... | 5 | 17.00 | Perry | Beginning French II..... | 5 | 17.00 | Frelin |
| Ancient History II..... | 5 | 17.00 | Perry | Intermediate French I..... | 5 | 17.00 | Frelin |
| Europe in the Middle Ages..... | 4½ | 15.00 | Mudgett | Intermediate French II..... | 5 | 17.00 | Frelin |
| Modern World I..... | 5 | 17.00 | Mudgett | Scientific French I..... | 3 | 10.00 | Frelin |
| Modern World II..... | 5 | 17.00 | Mudgett | Scientific French II..... | 3 | 10.00 | Frelin |
| Modern World III..... | 5 | 17.00 | Mudgett | Scientific French III..... | 3 | 10.00 | Frelin |
| English History I..... | 5 | 17.00 | Mudgett | Elementary French Composition..... | 3 | 10.00 | Frelin |
| English History II..... | 5 | 17.00 | Mudgett | Advanced French Composition | 3 | 10.00 | Frelin |
| American History I..... | 5 | 17.00 | Perry | | | | |
| American History II..... | 5 | 17.00 | Perry | SPANISH | | | |
| Recent American History..... | 5 | 17.00 | Perry | Beginning Spanish I..... | 5 | 17.00 | Cleifton |
| HOME ECONOMICS | | | | Beginning Spanish II..... | 5 | 17.00 | Cleifton |
| Household Management | 3 | 10.00 | Kelly | Intermediate Spanish I..... | 5 | 17.00 | Cleifton |
| Textiles | 3 | 10.00 | Caplin | Intermediate Spanish II..... | 5 | 17.00 | Cleifton |
| | | | | Elementary Spanish Composition..... | 3 | 10.00 | Arjona |
| | | | | Advanced Spanish Composition..... | 3 | 10.00 | Arjona |
| HYGIENE | | | | SCANDINAVIAN | | | |
| Hygiene of Maternity and Infancy..... | 0 | 00.00 | Hartley | NORWEGIAN | | | |
| JOURNALISM | | | | Beginning Norwegian I..... | 4 | 13.50 | Bothne |
| Reporting I | 3 | 10.00 | Desmond | Beginning Norwegian II..... | 4 | 13.50 | Bothne |
| Reporting II | 3 | 10.00 | Desmond | Intermediate Norwegian I..... | 4 | 13.50 | Bothne |
| Reporting III | 3 | 10.00 | Desmond | Intermediate Norwegian II..... | 4 | 13.50 | Bothne |
| Editorial-Writing I | 0 | 10.00 | Desmond | Advanced Norwegian I..... | 4½ | 15.00 | Bothne |
| Editorial-Writing II | 0 | 10.00 | Desmond | Advanced Norwegian II..... | 4½ | 15.00 | Bothne |
| Newspaper and Magazine Articles I..... | 3 | 10.00 | Steward | | | | |
| Newspaper and Magazine Articles II..... | 3 | 10.00 | Steward | SWEDISH | | | |
| LATIN | | | | Beginning Swedish I..... | 4 | 13.50 | Stomberg |
| Beginning Latin I..... | 5 | 17.00 | Cram | Beginning Swedish II..... | 4 | 13.50 | Stomberg |
| Beginning Latin II..... | 5 | 17.00 | Cram | Intermediate Swedish I..... | 4 | 13.50 | Stomberg |
| Caesar | 5 | 17.00 | Cram | Intermediate Swedish II..... | 4 | 13.50 | Stomberg |
| Cicero I | 5 | 17.00 | Cram | Swedish Literature I..... | 3 | 10.00 | Stomberg |
| Cicero II | 5 | 17.00 | Cram | Swedish Literature II..... | 3 | 10.00 | Stomberg |
| Virgil's Aeneid I..... | 5 | 17.00 | Pike | Swedish Literature III..... | 3 | 10.00 | Stomberg |
| Virgil's Aeneid II..... | 5 | 17.00 | Pike | | | | |
| Livy, Book I..... | 4½ | 15.00 | Pike | SOCIOLOGY | | | |
| Plautus and Terence..... | 4½ | 15.00 | Pike | Introduction to Sociology..... | 5 | 17.00 | Lundquist |
| | | | | Principles of Social Work..... | 3 | 10.00 | Doyle |
| MATHEMATICS | | | | Rural Sociology | 5 | 17.00 | Lundquist |
| Higher Algebra I..... | 5 | 17.00 | Teeter | The Occurrence of the Socially Inadequate | 3 | 10.00 | Fenlason |
| Higher Algebra II..... | 5 | 17.00 | Teeter | Field Work in Rural Sociology..... | 1 or more | 5.00 | Lundquist |
| Trigonometry | 5 | 17.00 | Teeter | | | | |
| Plane and Solid Analytical Geometry..... | 5 | 17.00 | Teeter | Elementary Case Work..... | 3 | 10.00 | Salsberry |
| Differential Calculus | 5 | 17.00 | Edwards | Child Welfare | 3 | 10.00 | Doyle |
| Integral Calculus | 5 | 17.00 | Edwards | Social Organization | 3 | 10.00 | Lundquist |
| Differential Equations | 5 | 17.00 | Teeter | Rural Community Organization | 3 | 10.00 | Lundquist |
| | | | | The Family | 3 | 10.00 | Lundquist |
| | | | | Social Progress | 3 | 10.00 | Lundquist |

"If a man empties his purse into his head no man can take it away from him. An investment in knowledge always pays."—Benjamin Franklin.

HIGH SCHOOL COURSES

High School or preparatory courses are offered to facilitate the completion of a high school course and of satisfying the requirements for entrance to college or the University; and also for their place in the general education of persons who may not be candidates for either high school graduation or college entrance. They represent the high school level of instruction as adapted to young people ranging in age from thirteen to twenty. They may also be very readily adapted to the more mature minds of persons who have not had the advantages of a high school education.

It will be noted that these courses cover the fields of English, ancient languages, modern foreign languages, mathematics, history, social sciences, drawing and bookkeeping. This covers the major portion of the average high school program, with the exception of the laboratory sciences. It is possible for a student to complete by Correspondence the equivalent of a whole four years' high school course. This is not recommended very strongly because of the amount of time required, but it does indicate a sampling of these courses would yield a type of education which will compare quite favorably with that received in the average high school.

These courses are particularly recommended to persons who are temporarily, through incapacity or otherwise, unable to continue a high school course. Many of our students in this work are those who are suffering from illness over an extended period. Others are adults whose high school career was cut short and who are now endeavoring to make up lost time. All of these students value the opportunity very highly.

CREDITS

Credit counted towards a high school diploma must be granted by the high school issuing the diploma. This department has no control over the acceptance of its work, but is able to say that practically every high school is willing to co-operate. Students are recommended to confer with their high school principals before undertaking work for credit.

A "unit," as granted for high school courses, is the equivalent of one year's full time study in residence. Ordinarily sixteen units are required for graduation from high school.

UNIVERSITY ENTRANCE

Admission to the schools and colleges of the University which accept students directly from the high school is either by certificate or examination.

The applicant must present a certificate of graduation from an accredited preparatory school, or certificates showing that he has passed examinations in high school subjects as given by the Minnesota State Board, or corresponding examinations in another state provided these examinations are recognized by the state university in that state. Certificates representing examinations given

by the College Entrance Board or the Regents of the State of New York, are likewise accepted.

The University of Minnesota entrance requirements are described in detail in the general information bulletin to be had of the registrar. A preparatory unit represents the equivalent of one year's work in a subject, for five classroom periods each week. Twelve units of senior high school work, selected from five specific subjects, are required for entrance in any case; the particular requirements of the several colleges vary.

Then how can a student who is not a high school graduate enter the University? There are just three ways.

1. Obtain admission by examination.

Applicants for admission to the University who are high school graduates, or who are at least nineteen years of age and are unable to meet the requirements for entrance by certificate will be admitted provisionally and subject to one year of satisfactory work at the University, upon passing the following tests:

- (a) College aptitude test
- (b) Test of proficiency in English
- (c) Such special placement tests as the school or college to which the candidate desires admission, may prescribe.

Applicants failing to pass tests (b) or (c) may apply for subsequent examination at any scheduled date on payment of a fee of five dollars. Those failing to pass test (a) may enter only upon satisfactorily meeting the entrance requirements by the certificate method.

2. Obtain credits by passing the correspondence courses offered by the University.

3. Obtain credits by passing the Minnesota High School Board examinations, or the examinations of the College Entrance Examination Board.

The Correspondence Study Department of the University can help a student to obtain entrance credits in four different ways:

1. If he is a high school graduate but lacks one or more of the required entrance credits, he may obtain the necessary credits by correspondence study.

2. If he lacks a few credits of high school graduation he often can arrange with the high school in which he did most of his work to grant him a diploma after he has obtained the credits by correspondence from the University.

3. He can take the State Board examinations, in those subjects for which he is prepared by previous schooling, and obtain the remaining credits by correspondence.

4. He can do all of his preparatory work by correspondence. However, this is a long and difficult task and is not recommended except to persons of great patience and determination. Still, it can be done.

Whether a state teachers' college or a local high school will accept the entrance or "high school" credits obtained from this department and apply them toward a diploma, and the extent to which such credits will be accepted and applied depends entirely upon the rules of the school concerned. Many of them are known to accept such credits and none has been reported as refusing to do so, but this is a matter over which the University has no jurisdiction. Therefore, students who expect to make use of credits in this way should first make sure of the attitude of the school in which it is sought to apply them. No registration for entrance credit will be accepted from a student who is at the same time enrolled in a secondary school, except upon written permission from that school. The University does not grant a high school diploma for work done by correspondence.

LIST OF HIGH SCHOOL COURSES

| SUBJECT | CREDIT | FEE | INSTRUCTOR | SUBJECT | CREDIT | FEE | INSTRUCTOR |
|------------------------------|--------|---------|------------|--------------------------------|--------|-------|------------|
| BUSINESS | | | | Virgil I | 1/2 | 17.00 | Cram |
| Elementary Bookkeeping | 1/4 | \$ 7.50 | Fraine | Virgil II | 1/2 | 17.00 | Cram |
| ENGINEERING | | | | MATHEMATICS | | | |
| Mechanical Drawing I..... | 1/4 | 12.50 | French | Elementary Algebra A | 1/2 | 12.50 | Edwards |
| Mechanical Drawing II..... | 1/4 | 12.50 | French | Elementary Algebra B | 1/2 | 12.50 | Edwards |
| ENGLISH | | | | Plane Geometry A..... | 1/2 | 12.50 | Edwards |
| English Composition A | 1/2 | 12.50 | Holmberg | Plane Geometry B..... | 1/2 | 12.50 | Edwards |
| English Composition B | 1/2 | 12.50 | Holmberg | Solid Geometry | 1/2 | 15.00 | Edwards |
| English Composition C | 1/2 | 12.50 | Holmberg | Higher Algebra | 1/2 | 17.00 | Teeter |
| English Composition D | 1/2 | 12.50 | Holmberg | ROMANCE LANGUAGES | | | |
| English Literature A | 1/2 | 12.50 | Grandy | FRENCH | | | |
| English Literature B | 1/2 | 12.50 | Grandy | Beginning French I..... | 1/2 | 17.00 | Frelin |
| English Literature C | 1/2 | 12.50 | Grandy | Beginning French II..... | 1/2 | 17.00 | Frelin |
| English Literature D | 1/2 | 12.50 | Grandy | Intermediate French I..... | 1/2 | 17.00 | Frelin |
| GERMAN | | | | Intermediate French II..... | 1/2 | 17.00 | Frelin |
| German A | 1/2 | 12.50 | Burkhard | SPANISH | | | |
| German B | 1/2 | 12.50 | Burkhard | Beginning Spanish I..... | 1/2 | 17.00 | Cleifton |
| German C | 1/2 | 12.50 | Burkhard | Beginning Spanish II..... | 1/2 | 17.00 | Cleifton |
| German D | 1/2 | 12.50 | Burkhard | Intermediate Spanish I..... | 1/2 | 17.00 | Cleifton |
| GREEK | | | | Intermediate Spanish II..... | 1/2 | 17.00 | Cleifton |
| Beginning Greek I..... | 1/2 | 17.00 | Savage | SCANDINAVIAN | | | |
| Beginning Greek II..... | 1/2 | 17.00 | Savage | NORWEGIAN | | | |
| Beginning Greek III..... | 1/2 | 17.00 | Savage | Beginning Norwegian I..... | 1/2 | 13.50 | Bothne |
| HISTORY | | | | Beginning Norwegian II..... | 1/2 | 13.50 | Bothne |
| American History A..... | 1/2 | 12.50 | Tohill | Intermediate Norwegian I..... | 1/2 | 13.50 | Bothne |
| American History B..... | 1/2 | 12.50 | Tohill | Intermediate Norwegian II..... | 1/2 | 13.50 | Bothne |
| World History A..... | 1/2 | 12.50 | Gold | SWEDISH | | | |
| World History B..... | 1/2 | 12.50 | Gold | Beginning Swedish I..... | 1/2 | 13.50 | Stomberg |
| LATIN | | | | Beginning Swedish II..... | 1/2 | 13.50 | Stomberg |
| Beginning Latin I..... | 1 | 17.00 | Cram | Intermediate Swedish I..... | 1/2 | 13.50 | Stomberg |
| Beginning Latin II..... | 1/2 | 17.00 | Cram | Intermediate Swedish II..... | 1/2 | 13.50 | Stomberg |
| Caesar | 1/2 | 17.00 | Cram | SOCIAL SCIENCE | | | |
| Cicero I | 1/2 | 17.00 | Cram | Social Science A..... | 1/2 | 12.50 | Lundquist |
| Cicero II | 1/2 | 17.00 | Cram | Social Science B..... | 1/2 | 12.50 | Lundquist |

* Courses now in preparation.

RELATION BETWEEN EDUCATION AND EARNING POWER

As Education Advances, Earning Power Increases.

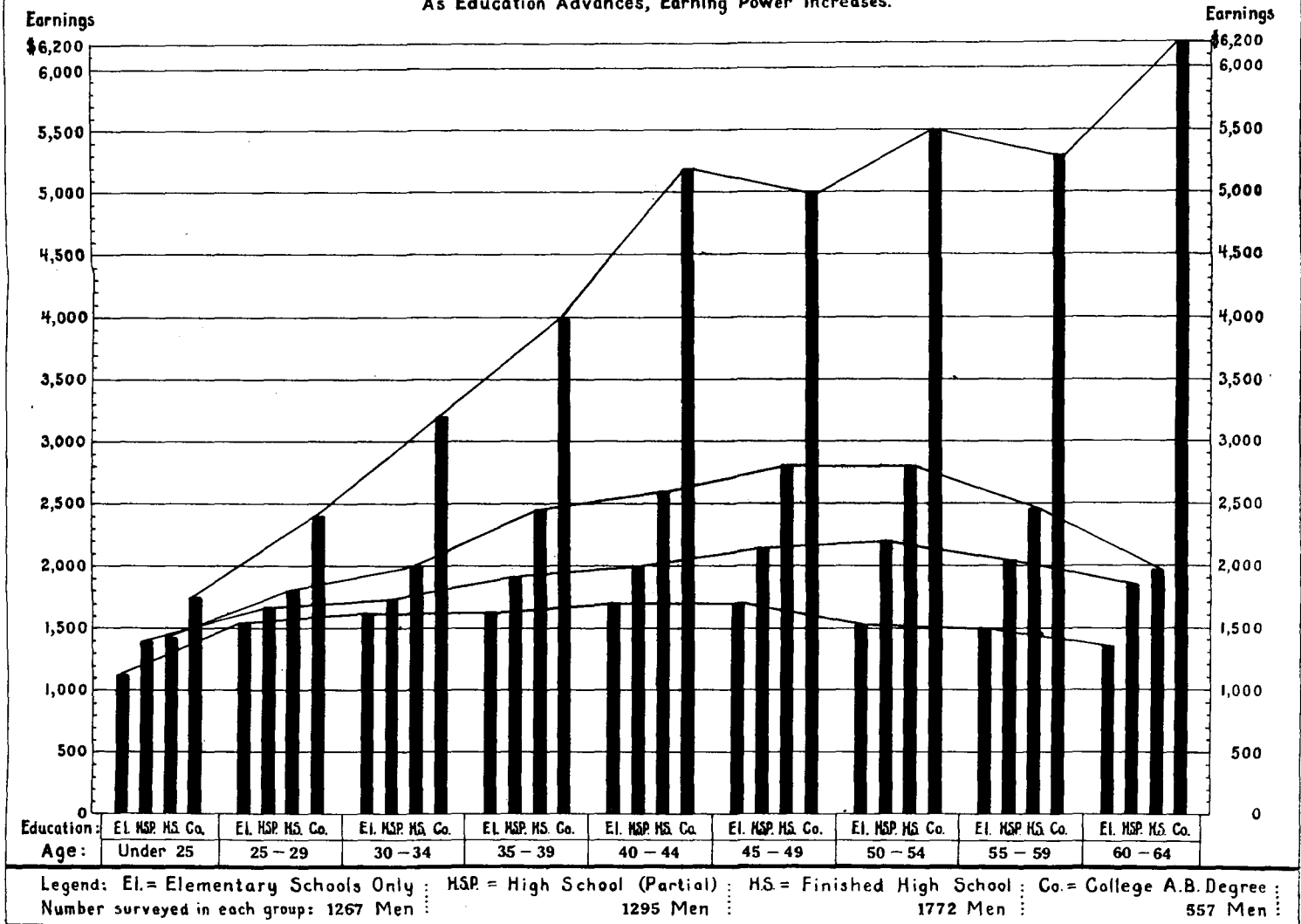


CHART DRAWN BY THE NIGHT SCHOOL CLASS IN STATISTICS

EDUCATION AND EARNINGS

The chart given above illustrates the value of educational training. Babson says that in this age of specialization education becomes increasingly important. While many men have made large fortunes without much schooling, and others who are better educated have failed, it is nevertheless more and more true that edu-

cation brings rewards in the form of enlarged earnings.

The chart above gives the results of a survey of the relation between formal schooling and earning power by Dr. E. W. Lord of Boston University. Men to the total number of 4891 of all ages and occupations in various parts of the United States were included in this investigation

of 1926.

It will be noted that in each age group, incomes are higher as the degree of education advances. Note that the same respective column of each set of columns denotes the same education group at a different age. Also note that the only rising line at the advanced ages is the salary line of the college educated person.

CORRESPONDENCE STUDY AND THE UNIVERSITY

Dr. L. D. Coffman, president of the University of Minnesota, was a member of the original organizing board of the Adult Education Association of America.

In a letter he says, "We believe in Adult Education, in University Extension as an efficient agency for promoting it, and in Home Study, or Correspondence Instruction, as an important integral part of that agency We commend to your careful consideration the particular opportunity afforded by Correspondence Study. Whether you seek in it something that will advance your vocational proficiency, or something that aids

you in getting such satisfactions as come from a better knowledge or appreciation of an art, of science, of literature, we are sure you will find that which is worthy of your interest, and fit employment for your leisure."

The University of Minnesota fills a great need in offering Correspondence Study instruction. Since it cannot even with its many colleges, its six hundred professors, and its multitude of activities give residence service to all, it conceives it its duty to offer educational service of high grade to every family in Minnesota. Correspondence Study instruction is the only kind of instruction which reaches a

person after he has left Minnesota's campus.

There are many advantages of Correspondence Study as such and the method is peculiar and unique.

Among the advantages may be given the following:

- (1) Studying may be done under conditions of the student's own choosing.
- (2) Studying may be done in leisure hours without interfering with one's vocational activities.
- (3) The student must study every lesson.
- (4) The student must recite on every lesson. This initiates self-

(Continued on page 4)

(Continued from page 3)

- expression, which is the basis of real learning.
- (5) The student receives the undivided attention of the instructor.
 - (6) The student receives individual helps and criticism by personally written letters.
 - (7) Independence and resourcefulness are provoked successfully, since the student must rely on himself, and is not tempted to rely on his classmates.
 - (8) The student is not held back by the varying ability of his classmates.
 - (9) Correspondence study is inexpensive, both because the fees are small and because the work may be done at home.

Since these advantages are honest and obvious ones, it remains that under the proper conditions only the best service can result.

So peculiar and unique is the method of Correspondence Study that it is worthy of attention.

There are no classes—no terms—no entrance requirements.

A full year is given for finishing a course with an extension of time in case of need.

The instructors are University professors and the student is a real and individual student.

Time, place of study, and schedule are controlled by the student. Thorough thinking is necessitated by Correspondence Study work, and initiative, resourcefulness, persistence, and thoroughness are qualities cultivated by this plan.

What classes are interested in this kind of work?

Surely teachers, preachers, and students, both high school and college, are interested for various reasons.

But these groups do not make up the majority of registrants in Correspondence Study work.

A growing number of merchants and business men are taking Correspondence Study instruction, and to these the subjects of Advertising, Finance, Merchandising, Textiles, Business Law, Personnel Management, and many others apply.

In addition, an increasing number of parents are taking Correspondence Study instruction in Child Welfare, Child Psychology, Hygiene of Infancy and Maternity, Sociology, and many other special subjects are holding a prominent place of interest.

The invalids, the handicapped, and the ones who are in all sorts of peculiar conditions are served supremely by Correspondence Study courses.

Our friends, the occupants of sanitariums, reformatories, prisons, and other welfare and penal institutions fall back with supreme satisfaction upon this adaptable service.

A STATE WIDE READING COURSE PLAN

Following up the action taken by the National Association of Extension Directors at the last annual meeting, steps are being taken to co-ordinate the proper forces of the state of Minnesota to promote courses of systematic reading.

Apropos of this intention a conference was held in Dr. Price's office on January 11, participated in by the president of the State Federation of Women's Clubs, the president of the Council of Parent-Teacher Associations, the librarians of St. Paul, Minneapolis, and Duluth and of the University, representatives of the Library Division of the State Department of Education, and department heads of the General Extension Division.

As the fruit of this conference, a bulletin is being prepared by the General Extension Division, in which, after an Introduction setting forth the advantages of systematic reading and explaining the general plan, there will be furnished a complete classified list of the "Reading With a Purpose" outlines furnished by the American Library Association, the Reading Courses prepared by the United States Bureau of Education, and the Group Study Courses prepared by the General Extension Division, and by the Universities of Wisconsin and North Carolina. Arrangements have been made with these various institutions, whereby their materials can be furnished from this office at cost.

Those who enroll for any of these Reading or Study Courses will be urged to purchase the necessary books if possible. If not, the local libraries will be called on, and where these cannot furnish the required books, the Library Division of our State Department of Education will undertake to supplement them up to

the limit of their budget. It will also supply "package libraries" of magazine and reference material on request.

Any person completing one of these Reading Courses may receive a Certificate from the General Extension Division upon submitting a signed statement that he has done the required reading. The libraries, Parent-Teacher Associations, and Women's Clubs have agreed to do everything in their power to stimulate interest in the use of these Reading Courses.

The advantages of systematic reading, to supplement one's general education, as well as his professional and desultory reading, are obvious. No one can keep abreast of science, social and political, or equip oneself for the world-citizenship demanded by the conditions of our time, by depending on the current magazines and the chance perusal of an occasional serious book. Nor are courses of study, whether by correspondence or in evening class, available in many important fields. The great majority of such courses are either vocational in their purpose, or are of the nature of undergraduate courses, more or less elementary in character, and fitted into a regular university curriculum.

But no one is too busy or too remote from educational centers to follow a systematic course of serious reading. Such courses as have been prepared by the agencies mentioned above cover a wide range of interests, and other similar courses can readily be added to the list as the demand requires. It is believed that this plan offers the largest opportunity for what is coming to be known as "Adult Education." Supplemented by lectures, lantern slides, and educational films, they open to the inquiring mind an exhaustible field of interest and culture.

JOHN WALKER POWELL

A Stevens County farmer finds time to study as well as raise prize-winning corn. He recently won first place in the annual corn show held in his home town. Corn and the study of English, however, do not occupy all his time. He is an officer in four local organizations and still has time for "dances and parties."

A resident of the Philippine Islands keeps in touch with his native state through Correspondence Study. He is employed by the government as a teacher, and he has resided in the Philippine Islands for the past ten years. For three years Uncle Sam has been kept busy carrying mail from the Correspondence Study Department to Tuguegarao, Cagayan, Philippine Islands. By this method this student has accumulated twenty-five credits in English and Spanish, and he is now registered for three courses.

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Mr. F. K. Walter,
Librarian,
University Library U. of M.
Minneapolis, Minn.

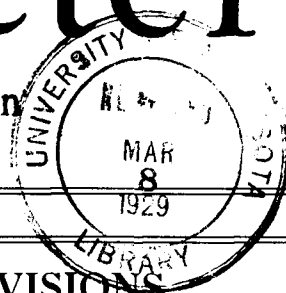
The Interpreter

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No. 7



FACTS ABOUT OTHER EXTENSION DIVISIONS

Evening Certificate Courses in Liberal Education

The University of Wisconsin Extension Division has recently begun an interesting experiment in adult education. They are now offering in their Milwaukee center courses aimed primarily to give the foundation for a liberal education. These courses in no sense parallel the usual college subjects. The program as outlined is in harmony with recent educational experiments in both Europe and America. It is closely related also to the experimental college at Madison which has been undertaken under the leadership of Alexander Meikeljohn. The assumption under which the University of Wisconsin is undertaking this work is that there are in the larger city centers of the United States a considerable group of adults who are interested in pursuing a liberal education irrespective of degrees and credits.

The principles and aims of this series of courses which are grouped together by the University of Wisconsin and which lead towards an extension certificate in liberal education are stated by them as follows: "To give an opportunity for adults to acquire an education which involves more than the obtaining of information and skill—an education which will lead to emancipation from a 'drifting with the group' opinion; an education which will engender capacity for self-criticism; and above all, an education which will create a feeling for those things that make life richer and more significant."

The courses in the liberal education curriculum meet on the same general schedule as other extension courses. Some of these courses are conducted in the afternoon, some in the evening. The first semester's work in this new experimental field has yielded results which seem to justify the endeavor.

It may be interesting to extension students to know something of the types of courses that are offered. The courses are grouped under six heads: Group 1, Philosophy; Group 2, Social Sciences; Group 3, History; Group 4, Language-Literature; Group 5, Art; Group 6, Biological and Physical Sciences. Students who are

California Extension Shows Growth

The story of events which brought about the existence of a beautiful building at 540 Powell Street, San Francisco, Cal., which houses the University of California Extension Division, is interesting not only in itself but because it tells us something of the growth and permanence of extension work as a whole.

As early as 1886, President Holden of the University of California, recommended a plan to the Regents which resembled that which is now actually in force. He wished to offer certain portions of the Senior Classes at Berkeley to those in San Francisco who desire to attend. "*If this desirable end can be reached, the usefulness of the University to the community would be trebled,*" he said.

Steps toward this ultimate goal were first taken when the university began to offer courses in pedagogy to high school teachers, professors offered lecture courses under the auspices of private institutions, and summer schools were opened in chemistry and physics.

In the spring of 1891, as the result of a paper read by Dr. Charles Mills Gayley, before a gathering of some ten or twelve professors, upon the subject of Extension work in England and the possibilities here, a discussion took place which set forth the advantages of experimental development in this field.

In June of this same year, sanctioned by the Academic Council, extension courses were announced in history, mathematics, English, and philosophy. The first of these to meet, a course in Shakespeare's tragedies, drew an attendance of 160 persons. Eighty of these wished to become regular students and take the examination at the end of the course, while the number of visitors and auditors made the average class attendance about four hundred in number. Others of these first classes varied in attendance from seventy-five to two hundred and fifty. Most of those in attendance did not take the examinations.

In November of 1891, the Council passed a resolution with regard to the status of the attendants at these courses,

Survey Indicates Extension Quality

At the annual meeting of the American Association for Adult Education, held in May, 1928, President George F. Zook, of the University of Akron, presented facts concerning extension class work as compared with regular campus activities. His studies cover eighty of the leading institutions west of Pennsylvania, east of Idaho, and south to Kentucky.

These studies lead to the amazing discovery that during the two years, 1923-24 to 1925-26, extension students increased in number from 73,000 to 92,000, or an increase of 25 per cent. Of this number 89 per cent were high school graduates, and in 70 per cent of these cases students were spending as much time in the class room as day school students. Thirty per cent spent slightly less, and the difference amounted to from one to four hours per semester.

In extension work only 16 per cent of the classes exceeded the desired maximum of 30 students. This proportion is about the same as that of regular college classes.

President Zook also considered the relation of the extension faculty to that of the regular college. He found that 49 per cent of the extension faculty members had received two or more years of graduate instruction while the percentage in the regular faculty was 42.

Evidence from this extensive study made by the North Central Association of Teachers Colleges points to the fact that Extension work is carefully guarded and maintained on the standard of efficiency comparable to regular campus work in all points of conduct and instruction.

and allowed them to have full university credit for satisfactory work done upon their enrollment at the university.

Progress since that time has been steady and rapid. The friendly, leisurely atmosphere of the new building on Powell Street bespeaks attention to the special needs of the Extension student. Last year 6,217 persons registered for courses with the California Extension Division. A monthly magazine, "The Spokesman," is published by the Division.

The Interpreter

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Richard R. Price - - - - - Director

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S. H. Perry A. H. Speer
H. B. Gislason

Alta J. Jones - - - - - Editor

MARCH, 1929

New Outlines on File

No longer need we ponder and wonder over just what is contained in a course we are thinking of taking in night school. In the past it has been a matter of blind conjecture on the part of the student and of those registering him to say what will be taught in a course.

Now there are synopses on file in the downtown offices which are ready to fill in the gap. In response to letters from Director Price, instructors have written out short sketches of their courses, which have been copied and sent to the offices of registration. Look up your new courses in these outlines!

Sears, Roebuck and Company Sponsor Large Class

Economics of Retailing taught by Roland S. Vaile, professor of Marketing in the School of Business Administration is the course adopted by the managers and first assistants in the merchandizing departments of Sears, Roebuck and Company for their winter's study.

All departments will be represented by managers, assistant managers, and selected persons who will number about forty.

Mr. H. K. Alexander, assistant superintendent of merchandizing has had difficulty in holding the class to the number given above.

Greece is represented by a Correspondence Study student. Mr. Arukian is a teacher in the American College in Salonica. During the Great War he attended, somewhat irregularly, the American Colleges at Tarsus and Smyrna. He is a graduate of the School of Religion in Athens. He was born in Turkey of Armenian parents. Most of his education has been acquired in the Armenian language but he can handle the English language very easily. Mr. Arukian has registered for two Correspondence Study courses in mathematics. He has done excellent work and the regularity with which he reports on his lessons should be an example to students living much nearer than Greece.

IN ANSWER TO CERTAIN REFLECTIONS

On another page we print a communication from an extension student who expresses disapproval of certain practices and requirements as set forth in the bulletins of the General Extension Division. The letter is printed, not as representing any considerable student sentiment, but as stating a point of view worthy of attention.

Analysis divides the subjects of criticism into three general groups: 1. Those which are inherent in the University organization as a state institution; 2. those which appertain to the University as a whole, and are not within the control of the Extension Division; 3. those for which the Extension Division itself must accept responsibility. It is clear that the administrators of the Extension Division can do little or nothing about the first group. Matters in the second division can be changed or modified only slowly or gradually as the general University authorities become convinced of the merit of specific proposals. It is concerning matters embraced within the third group that the most immediate progress may be made.

The writer commits the common error of generalizing on insufficient data. In other words, he makes his own case the typical one. Because he is a Minneapolis student and qualified to work for a degree, he assumes that all extension students, or a majority thereof, are equally fortunate. Therefore, he would omit the statement about "residence requirement." But many students who cannot as yet meet the University entrance requirements, or who do not reside in the Twin Cities or Duluth, are protected by just such a statement.

Moreover, because Mr. Berry happens

to be pursuing work leading to a degree in the College of S. L. and A., he would apparently want the requirements and regulations of that college extended over all extension courses and curricula. Such a move would not be for the best interest of the widely diversified extension student body.

Mr. Berry's grievance about the course in Business English is a case in point. Because he was exempted from taking Composition IV as a requirement for the degree in the College of S. L. and A., he assumes that exemption from taking the course in Business English should logically follow. But Business English is a required subject in a curriculum leading to an extension certificate. It is, therefore, wholly an extension matter and not in any way governed by the action of the College of S. L. and A. If this student does not want an extension certificate, he is not required to take this course. If he does want it, then he should comply with the prescriptions. Incidentally, Business English is not a "sub-college" course as stated by Mr. Berry. It merely happens not to be prescribed for any University degree. It is prescribed for the extension certificate in business. The point to be kept in mind here is that each college of the University controls the requirements for its own degree and for any certificates issued by it.

As for other minor details of inconsistencies in bulletins, the Extension Division confesses itself culpable. These have crept in and have been allowed to remain partly as a consequence of historical growth and partly through editorial oversight. They will be remedied at the first opportunity.

RICHARD R. PRICE

Lantern Club Presents Play

On March 15 and 16, Friday and Saturday, at the Music Auditorium on the main campus, the Lantern Club will present its annual production. Chosen upon the recommendation of Oscar Firkins of the Comparative Literature Department of the University, the play is "A Bill of Divorcement," by Clemens Dane.

In the cast will be Lillian Gilliland as Sidney Fairfield, Burns Kattenberg as Kit Pumphrey, Frances Hunter as Margaret Fairfield, David Couser as Hilary Fairfield (Margaret's husband), and Wallace Halliday as Grey Merideth.

Other parts will be played by Theresa Jenniges, Edna Holst, Raymond Lee, and Ray Lyons.

The time of the play is 1933, and the plot centers around the results of a law which allows divorce for insanity. A woman secures a divorce and is about to be married again, when her husband regains his sanity, returns, and exerts dire influence over his wife, his daughter, and certain others who are very close to them.

Short Course for Metermen

From March 25 to 29 the Fourth Electrical Metermen's Short Course will be conducted at the Electrical Engineering Building, main campus of the University.

Professor M. E. Todd and others of the Electrical Engineering Department as well as practical engineers experienced in meter work will be in charge of the classes which will be held in the classrooms of the electrical engineering building. Full access to the laboratories and the engineering library will be given to those registering for the course.

The purpose of this course for Electric Metermen will be to present to users of meters the latest, safest, and most economic method of installing and calibrating meter devices, test switches, meter test blocks, laboratory meter testing devices, and the necessary equipment and accessories for making installations.

The fee for the course is \$5.00 for the five days.

REFLECTIONS OF AN EVENING STUDENT

By CHARLES J. BERRY

Permit me as an evening student to make a few observations and suggestions concerning the "Extension" bulletin and the courses there offered.

On page 13 we learn that if one "successfully completes" a course given, "including passing the final examination in that course," he will receive a "credit equivalent." This makes one wonder whether courses can be successfully completed in the day school without passing the final examinations. The terms "credit equivalent" and "credit" are both used, but "credit equivalent" is always enclosed in quotation marks, as though the writer of the bulletin rather thought there was something wrong with it. If he did, then he was right, for there certainly is. As a university evening student, I object to the use of this term, because I am working for CREDIT, and not any variety of substitute therefor.

Credit Equivalents

The next paragraph tells us that these "credit equivalents" may be converted into "university credits" by completing 45 credits in residence. And this is immediately followed by another paragraph which says that attendance on evening classes in the three largest cities meets the residence requirement. In view of the second paragraph referred to, why not omit the first entirely, since the second makes the first obsolete? This provision for conversion into "university credits" indicates that in some minds on the campus, the evening school is not considered a part of the University.

In connection with the matter of residence credit, I pause to inquire just why classes personally conducted by a member of the faculty anywhere, shouldn't be entitled to residence credit. If it should not be so entitled, then the slogan used by the University, "the State-wide Campus," should be abolished, as being misleading and untrue.

Business English vs. Composition

Turning over to the group courses offered on pages 42 and 43, we find that each certificate course has included in it as a required subject, Business English, which we are informed is a sub-college course and does not carry degree credit. Why then is it required? Obviously it must be because an evening student is considered "easy" and that the belief must prevail that he will gladly spend money for a thing after being told that it is not worth what is asked for it. The ninety-credit course in Management requires both Business English and Business Correspondence, and both of these are non-credit or sub-college courses.

In justice and fairness to those persons who eventually might hope to obtain a degree, why should certificate courses

be so arranged as to require sub-college work, and lay the University open to the charge of being conducted with mercenary motives? The Bulletin should carry a definite announcement that any degree credit course could be substituted, and that exemption from degree credit English would apply as an exemption from non-credit or sub-college English.

A member of the Students' Work Committee told me when I inquired, that substitution of Composition IV was permitted, and that these non-credit courses were all that remained after considerable weeding out of similar courses. Thus a virtual admission was made that these courses are "weeds," and we all know that weeds have no place in a well ordered garden.

Exemption Examinations

Just above I mentioned exemption from the requirement in English. I was on the point of enrolling for Composition IV, as a substitution for Business English, when I chanced to read in the S. L. A. bulletin, paragraphs 2 and 3 on page 14, which state that all freshmen are required to take certain tests and that as a result of these tests it was possible to be exempted from the required English. Upon inquiry I was given the tests and exempted by the English Department of the University from any requirement in English. Thereupon I enrolled for another subject, the exemption reducing required credits and increasing electives needed.

Wondering how exemptions were treated in the "Extension Division," I was moved to inquire whether exemption by the English Department would exempt me from the non-credit English requirement there, and was informed that the exemption would not apply; that exemption was not substitution, etc. But this position is so untenable that there is not the shadow of a doubt but that the Students' Work Committee will allow the exemption from a credit course to apply as exemption from a non-credit course upon petition for a ruling to that effect. Allowing substitution and then not recognizing an exemption by the University from the substituted subject, leaves the impression that the "Extension Division" is in some manner superior to the University, and not one of its agents. We wonder!!!

And this suggests the question: Why should not evening students be entitled to the same exemption privileges as day students? More evening students than day students would be capable of attaining exemption, for the reason that as a rule evening students are older and more mature, and have learned something by experience.

On behalf of the evening students, I suggest that this privilege be granted them, and that paragraphs 2 and 3 on

page 14, of the S. L. A. Bulletin be copied verbatim into the evening school bulletin. Allow all university students the same rights and privileges.

Plea for Co-ordination

Also the Junior College Certificate as given by the evening school should be varied to fit requirements of students preparing to continue their senior college work in the various schools and colleges of the University. For instance, the School of Business Administration requires no foreign language, so a junior college certificate should be provided for a business student.

It is evident from the foregoing that some co-ordination is much needed. The Army has its general staff as a co-ordinating agency, and it is hard to find any conflict in the regulations they promulgate, voluminous as they are. The University should have a committee for this purpose, to the end that the various features mentioned above might be properly co-ordinated, and that all students of the University be allowed the same rights and privileges, and that the various bulletins issued contain no conflicting statements.

The Map With Pins

In the Correspondence Study Department office there hangs a map of Minnesota on which colored pins are placed geographically to denote volume of registration.

St. Paul and Minneapolis with their one hundred pins each force a comment opposed to general conclusions.

A question asked of the uninitiated regarding the geographical placement of registrations would bring the answer that registrations become more numerous up or downstate, but no, the cities rule.

The map does not show the registrations of foreign lands, but we find that this foreign roll includes the countries of Canada, China, Greece, Hawaii, Philippine Islands, and Switzerland.

(Continued from page 1)

candidates for the liberal education certificate are asked to choose at least one course from each of these groups. Four other courses may be chosen from any one of these groups or from credit courses offered by the different branches of the University and of the Extension Division. Types of courses which are being offered are: History of Religions, Social Problems, Our Economic Organization, Problems in Government, Contemporary Civilization, Modern American and English Novelists, Masterpieces of Foreign Literature and English Translations, Appreciation of Paintings and Sculpture, and Contributions of Contemporary Scientists of the World.

EXTENSION STUDENTS IN PLAY



Scene from "A Bill of Divorcement," to be presented by the Lantern Club, March 16 and 17. Characters, reading from left to right, are: Margaret (Frances Hunter), Grey (Wallace Halliday), Aunt Hester (Theresa Jenniges), Dr. Alliot (Ray Lyons), Kit (Burns Kattenberg), Sydney (Lillian Gilliland), Hilary (David Couser).

INCIDENTS OF THE ROAD

By NELS ANDERSON, University Extension Representative

Time—About nine years ago.

Place—A small city in Wisconsin, but on the Minnesota line.

Persons of the Drama—A boy of about nineteen who had had a part of a high school course, and was then forced to go to work in a railroad shop.

The University Extension representative.

In the course of conversation the boy became much interested in mathematics courses and registered for practical arithmetic. This in time was followed by Practical Algebra, Practical Geometry, and even Practical Trigonometry. He was on Practical Calculus when the writer lost track of him; but for three years he has struggled on, working in the shop during the day, and studying at night by the light of a kerosene lamp, for the humble home was not electric lighted. Many a night he could be seen through the uncurtained windows, bending over tasks in grim determination by the side of the lamp. I have often wondered what became of him. Surely such a man will forge his way ahead.

Place—A town in Wisconsin famous for its bottled spring water.

A young man hails the University representative from a drug store:

"Do you remember me?"

"I don't remember your name."

"My name is _____. Three years ago I talked with you at the county fair. You recommended some elementary courses in Pharmacy for me when you heard that I worked in a drug store. I registered in the first one then and later in others. I just want to tell you that I passed the State Board examinations a

few months ago, and am now a full fledged pharmacist."

Place—This time another *very* small town in Wisconsin, but it has a high school. In that high school a young woman teacher of sturdy German physique and correspondingly sturdy German name has an ambition to obtain a B.A. degree from L— College.

"How much correspondence work may I take toward a B.A.?"

"The University says one-half of the work may be done this way—two years in all."

"Will other colleges take these correspondence courses for credit?"

"Each college is the sole judge of what work from other institutions it will credit—correspondence or otherwise. We have not been turned down by any college which accepts correspondence courses for credit. Let's write to them and inquire."

"I'll register for one course now, anyhow. I'll take the course in Shakespeare."

A few years passed. She of the sturdy name completed course after course. One fall she was missed from the high school faculty. She had gone back to L— College.

The next fall she was found in a high school in a larger town. She had her B.A. Upon inquiry it was found that the correspondence work had just about covered one year of residence work at the college.

Some day the Northwest will have a big crop of short story writers. The aspirants to this form of literary art are found in almost all towns. Some have written for the local papers; some have

even couched their thoughts in verse. The conversation drifts along like this:

"Have you a course in the short story?"

"Yes, two. Here they are."

"What are these prerequisites—Courses 1, 2, 3, and 8?"

"1, 2, 3 are Freshman Composition; 8 is narration. Here they are. Have you had them, or the equivalents?"

"Is it necessary to take those first?"

"Not absolutely, unless you want university credit."

"I don't care about credit."

But many times the prospective student has peppered his conversation with such expressions as "can't hardly," "it don't," "hadn't ought," etc.

It must be said to their credit that these people are quite easily persuaded to take a foundation course in English Composition.

Place—A small town in Minnesota, but small (and large) towns in all states have the same types. The following conversation ensues:

"Have you a bookkeeping course for people who work in grocery stores?" (Sometimes it is meat markets, or bottling works, or boot factories; once it was for a man who raises puppies.)

"No. But we have very good general courses in Bookkeeping and Accounting. Here is an outline of the first course. Let's read this through."

"Oh, I wouldn't care about a long general course like that. I want a short course on this particular kind of bookkeeping, as I shall never do any other."

In most cases such people do not take the course. A few are induced to take the broader course.

Field representative leaving a state institution—"Girls, which is the way out?"

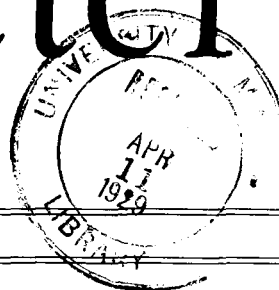
First girl—"I only wish I knew."

Second girl—"It's west."

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The Interpreter

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VOL. III

APRIL, 1928

No. 8

THE MINNESOTA PUBLIC SCHOOL MUSIC LEAGUE SPONSORS ANNUAL HIGH SCHOOL MUSIC CONTEST

By ABE PEPINSKY, Assistant Professor of Music, University of Minnesota

In my capacity of University Representative, I have fallen heir to the excellent work done in Competition Festivals in Minnesota by my predecessor, Mr. Irving W. Jones of our Extension Division. He did me the honor to consult with him and thus kept me in touch with the situation since its beginning in 1925.

The contest idea began with Supt. R. L. Brown of Marshall and a group of his colleagues of Southern Minnesota, and a wholesome competitive spirit was so nicely fostered as to interest the entire state so that last year it involved some 9,000 participants in the various districts and about 1,800 in the finals held here early in May.

Competitive Methods Changing

I have been fortunately permitted to make comparisons, odious and otherwise, with the work done in other states, through invitation to act as judge in their state contests.

I feel, however, that rather than air my own views on contests, I should like to take this opportunity to quote men who have a perspective far more interesting than mine. In the Musical quarterly of 1925, Mr. Carl Engel of the Congressional Library sagely remarked, "The idea of music contests is successful because it brings out the instincts of rivalry and conquest. There is enough of heated struggle in life without deliberately and unnecessarily fanning the spark in childhood. If education, the most peaceful affair of man, reputed to be the best guaranty of civilized and stable conditions on our spinning globe, if the dissemination of knowledge can be brought about only by competitive methods, then our whole educational system is based on a fatal error, then our would-be improvers and reformers are our worst enemies. In any prize contest there must needs be a winner, or a small number of winners, and a great many losers. Jealousy is born, strife is bred. There are things worth fighting for, but among them I should think one would hardly count the array of pieces for which those school children entered the list."

Test Pieces Selected

Our greatest problem therefore, has been the selection of test pieces that might be an incentive musically from an educational standpoint. We have this year entrusted such a selection to committees chosen from supervisors in the state who have in the contest shown recognized ability in their respective fields, vocal, instrumental and musical appreciation. They have done an excellent piece of work.

No doubt there will be discouraged supervisors who will feel that this, that or the other test piece is beyond their laboratory, but we must keep reaching upward, for the post-war idea of community music was merely a good beginning. We, in Minnesota, cannot afford to be backward in raising our standards of musical endeavor.

Contest and Festival Idea Combined

We have for the past year or so been trying to incorporate the festival idea in our contests. Some regions of the state have entirely discarded the contest in favor of the festival, but here we found somewhat lacking the standard of attainment. A happy combination of contest and festival seems to be our solution.

To quote Mr. E. H. Wilcox, who is responsible for the idea in North Dakota and later in Iowa, "A music contest cannot be approached from the viewpoint of a horse race in which there is only one winner. Music competitions or festivals must be considered gatherings in which we learn from each other. They are really special forms of conventions in which both student and teacher participate. If every one who enters will consider it a 'coming together' for an exchange of ideas, we will have no difficulty in maintaining the proper spirit. Without the proper spirit the contest movement will degenerate and die. With the proper spirit the high school music competition festivals will become one of the most potent influences at the service of those

(Continued on page 2)

BUSINESS COURSES WERE PIONEERS IN EXTENSION DIVISION

The first evening classes given by the University were conducted during the year 1910-11. The number of students taking the courses was small and the teachers were day instructors interested in business subjects.

It was not smooth sailing. Students complained—their interest was difficult to arouse. After the newness of the situation wore off, they would drop out. Instructors found that the usual urge to continue their studies did not exist in these classes and that the only way to conduct sessions at all was by some means to obtain and hold the student's interest. One panacea that was often heard at that time was to change the contents of the courses so that they would be "more practical." At the time of the organization of the General Extension Division, much attention was paid to the problems presented by evening classes and a few special instructors were engaged to work out this new problem. Considerable impetus was given to the work of evening instructors generally by this activity. Courses were written by the instructors which were made to conform to the needs of the students who were then in attendance taking business courses and expecting to use their training as an aid in this work.

The former class of students demanded attention, as it was realized that during the troublesome period of classifying, arranging and writing courses of study, these students would bring to the class a quantity of matter which could be immediately utilized. The reasoning process could just as well be stimulated by subject matter with which they were familiar as with the usual subject matter, and often it was more useful.

This plan of development during those difficult beginning years amounted as much as anything in placing of the evening business courses on a sound basis. Students more and more would continue through their studies and enroll in further subjects,—the interest in their work and their faith in the courses to help them

(Continued on page 3)

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Richard R. Price - - - - - Director

Advisory Committee

T. A. H. Teeter C. L. Rotzel
S. H. Perry A. H. Speer
H. B. Gislason

Alta J. Jones - - - - - Editor

APRIL, 1928

Registration Figures Increase

According to figures of March 12, 1928, enrollment of students in the Extension Division continues to increase consistently as compared with registration last year at this time.

Although there are additional registrations to come in from Duluth and the range and spring quarter registrations will increase the total number, figures at the present time show an increase of 159 over those of last year.

Tabulated figures are of interest in this connection.

| | 1927-28 | 1929 |
|-------------------|---------|-------|
| Minneapolis | 2,436 | 2,855 |
| St. Paul | 1,098 | 1,053 |
| Duluth | 535 | 409 |
| Range | 374 | 285 |
| Total | 4,443 | 4,602 |

Classes in Business show an increase of slightly over 8 per cent, while collegiate classes, largest in numbers show an increase of 4 per cent over the figure of second semester of last year.

Figures are truthful, and in this case they point to the fact that there is ever a steady pull upward in extension work at Minnesota.

Not Good—Just Perfect!

One member of the teaching staff of the Extension Division thought he was seeing things the other day. He gave an objective examination to his history class in Duluth, and upon correcting the papers found that one member of the class had scored 100, a thing which is thought to be well nigh impossible in an objective examination.

Other papers ranged in marks down to failure, so it was not the fault of the questions. Upon looking up the record of the lady who made a perfect score, it was found that she also rated highest in her psychology tests. Congratulations are in order, we think.

Please Note

All students who expect to receive certificates in Extension at the Commencement exercises on June 15 should confer with the heads of their various departments as soon as possible so that credits may be tabulated and investigated.

Price Granted Leave 1929-30;

Will Attend World Conference

Dr. Richard R. Price has been granted sabbatical leave of absence by the Board of Regents for the year 1929-30, which he will spend in travel and study in England and the continent.

After attending the third biennial conference of the World Federation of Education Associations at Geneva, Switzerland, from July 27 to August 3, Dr. Price will attend the World Conference on Adult Education, to be held at Cambridge, England, August 22-29. At this meeting there will be present many well known figures in the world of adult education from all countries, including Germany, Denmark, Holland, Canada, Yugoslavia, Czechoslovakia, Austria, New Zealand, Tasmania, Switzerland, Sweden, Poland, and others.

Guests at the conference will be lodged at the famous Trinity College at Cambridge, and through this opportunity will be able to gain keen insight into college life. Sessions of the conference will be held in the Examination Hall and Arts School of the University of Cambridge.

The Nation Wide Hold of Correspondence Study Work Upon the Universities

A recent survey of thirty-eight state universities, colleges, and a few agricultural schools shows that all carry Correspondence Study work to a greater or less extent with the exception of the Colorado State Teachers College, Greeley, Colorado.

This wide spread promotion of Correspondence Study work is not without its reasons.

Because of the unethical conduct of the numerous commercial correspondence schools, the universities must conserve for the American people a part of the \$70,000,000 spent annually in commercial correspondence study registration by offering to its citizen-stockholders in the respective states thorough, comprehensive, and authoritative courses at a minimum expense.

Correspondence Study registrations in universities have grown to the volume of 100,000 from the tiny and timid beginning of Correspondence Study work by the University of Chicago upon its opening by Dr. W. R. Harper, first president in 1892. Biblical courses were first offered by this pioneer, the range of subjects growing until today there are hundreds of subjects given there.

Minnesota takes its place seventh in the list of Correspondence Study registrations its total being 5,577. Some of the large enrollments are the University of Wisconsin 12,436 and the University of Chicago 8,569.

Ignorance is the night of the mind, but a night without moon or star.—Confucius.

Students Seek Culture

Results of a questionnaire given to 3,000 evening students at the University Extension center at Milwaukee show that the greatest single motive drawing people to extension classes is that of general culture.

Promotion in business occupation drew 25 per cent of the replies, work to be applied on a college or university degree came third with 19 per cent, getting a business or engineering certificate was the object of 14 per cent, and the remaining 12 per cent were anxious to start in an occupation other than the one in which they were engaged.

Beside determining the reasons for taking extension work, the survey attempted to find out the advantages students found from taking courses. Sixteen hundred of the replies answered this question. In summing up and classifying these answers it was found that 1,016 derived cultural and social benefits, 101 made headway toward degrees, 414 told of help in vocational matters.

The returns as a whole were divided about half and half between cultural and vocational purposes. Miscellaneous reasons for taking courses were: to sell fiction; to gain self-confidence; to travel in Europe; to get stimulation; to ride a hobby or cultivate some special interest.

These are a few of the reasons why people of all ages spend one or many evenings a week in a classroom when they might be occupying themselves with something which requires much less effort. That they can see results which are advantageous to them from this sacrifice of pleasure for work shows in the variety of benefits which they name. Some of the miscellaneous results named were: it helped to decide a vocation; gave better English and power of expression; increased the student's efficiency and capacity for work; gave a new perspective on life; helped to realize how little he knew.

(Continued from page 1)

who are interested in education through music."

Anton Embs of Oak Park, Illinois, says: "Yesterday we conducted the contest precisely like an athletic meet, today we are adding features that give both dignity and a decided cultural aspect to the event without robbing it of the stimulating influence of the contest. By this development, we hope to convert what was formerly more or less a method of settling school rivalries into a definitely constructive project and have thereby introduced another powerful agency into the motivation of school music."

As good almost kill a man as kill a good book: who kills a man kills a reasonable creature, God's image, but he who destroys a good book kills reason itself.—John Milton.

CREATE IN YOUR LEISURE TIME

What is adult education?

A splendid answer is that it is a thing which makes out of leisure something practical. It creates something from hours which might otherwise be wasted. When we have all realized how to make use of our spare time in a beneficial way, then there will be no use for adult education as an official movement. We will be capable of educating ourselves.

In the meantime, there is a large place for it in our lives. So says Professor Daniel Gregory Mason of Columbia in an address which he calls "Creative Leisure," an analysis of the American attitude toward leisure.

"The greater amount of leisure that science puts at our disposal, the more unlesurely, hurried, distracted, noisy, and feverish our actual life seems to become. . . . With modern industrial methods, we could, with seven, six, or even five hours work a day for each of us, produce all the goods we need for all; yet this magical liberation from the curse of work, undreamed of by our ancestors, we are totally unable to use in such wise as to make our lives more noble, deliberate, and beautiful. We are defeated in our effort to make a fine use of these new and glorious possibilities . . . by the psychological stupidity that prevents us from knowing, even when we get it, what to do with our leisure. . . . Thoughtful Americans are painfully aware of the terrifying drabness our machine-system is imposing on the world. The trouble with us is not that we do not think about it, but that we think about it too often sentimentally in a mere vain hankering after old civilizations forever gone, or cynically and uncreatively, in the fashion of the popular denouncers and ridiculers. What we need is to think about it realistically and inventively; inventively, discovering gradually by analysis and experiment how material prosperity, so vain in itself, can be transformed into the ultimate human values."

In the past, the problem was to help in the problem of creative work hours. How might the workman bring out of his long hours the best product possible? Now the problem is, how can the workman derive the best and fullest creations from his leisure hours? How can society help itself in the making use of the many hours which each individual has to call his own?

Professor Mason calls upon psychology to help him in the answer to this problem. From this discussion it became apparent to him that moments of inspiration as such are accidental and fleeting, but creation is the result of much work and effort. In answering the question, what is to be done with individualized leisure, Mr. Mason says,

"The most hopeful solution seems to lie in the social groupings at once looser and subtler than those definitely organized

ones that serve as a background for work. We seem to be developing nowadays new techniques for all sorts of informal groups—groups for amateur theatricals, for choruses, for athletic games, for debates and intellectual discussions—that bring social stimulus to the individual initiative without hampering it. . . . Then there are the comradeships of scientific men, artists, of which their biographies and correspondence are so inspiringly full: Darwin and Huxley, fighting the superstitions of their day; Flaubert and George Sand, or Stevenson and Henry James, discussing the function of literature; Brahms and Joachim exchanging exercises in counterpoint; Curie and Madame Curie delighting the world with a spectacle of the marriage of true minds. In all such associations there is a maximum of stimulus with a minimum of inhibition that is full of suggestion for our gregarious and over-regimented America."

Professor Mason continues his lecture with the expression of the possibility that some day it will be thought disgraceful to the individual to simply kill time, to indulge in that so popular occupation of being bored with oneself and the world, and the desired result of learning to create from leisure will be that "All will be developing, independently and spontaneously, but also resolutely and systematically, their latent talents, however humble; and all will be learning in the process, to the extent of their capacity, the open secret of artists and scientists—that creative leisure is the path to the deepest joys of which we are capable."

Adult education is the instrument which is teaching the people the lessons they must learn to reach this goal.

(Continued from page 1)

being the chief reason.

As the success of the evening instructors grew, instructors were encouraged to collect and organize more and more advanced subject matter until at the present time more than seventy-five business classes are being conducted, covering upwards of forty-five subjects. Students are now pursuing a definite curriculum and are completing the same in increasing numbers. Students and faculty are looking forward to great things in the Department of Business Instruction, General Extension Division.

C. L. ROTZEL,
In charge of Business Courses

Good luck is another name for tenacity of purpose.—*Emerson*.

Let us endeavor so to live that when we come to die even the undertaker will be sorry.—*Mark Twain*.

Friendship is the highest degree of perfection in society.—*Montgane*.

Interpreter Gains in Readers

A new semester brings more than a raise in numbers of registration; it brings additional work to the ones in charge of the mailing list of THE INTERPRETER.

There are 1,327 new names on the list since February 4, and the distribution is as follows:

| | |
|-----------------------|-----|
| Minneapolis | 752 |
| St. Paul | 375 |
| Duluth and Range..... | 167 |
| Other towns | 167 |

Beside this swelling of the list, there were 227 names transferred from the 1927-28 file during this semester, and with 20 miscellaneous transfers, we have a total addition of 1,674 names to the second semester mailing list.

New Adult Education

Publication Makes Appearance

Recently the first issue of the official publication of the American Association for Adult Education was published. It is called the Journal of Adult Education (American), and the plan is to publish it quarterly.

Morse A. Cartwright, director of the association, and Mary L. Ely are the editors. Such well-known names as those of Alvin Saunders Johnson, Charles F. D. Belden, William Allen Neilson, Dorothy Canfield Fisher, and Henry Suzzallo appear on the editorial board.

One of the very striking contributions in this first number is a symposium upon the question "Is Adult Education a Fad?" which takes the form of letters from several of the librarians of the larger cities, written with John Cotton Dana's letter on the affirmative side of the question in mind.

It is to be hoped that THE INTERPRETER may at some time reprint some of these very worthwhile articles from the Journal.

Course Helps Sell Story

The following letter came to the desk of a teacher of a correspondence course. We quote it here because it tells us of something we are all interested in—practical results.

"Dear Instructor:

You might be interested to know that I have received my first material gain from this course in Narration. I have sold a story to the National Sportsman. It will appear in an early issue. The article is a story of a canoe trip taken last summer in the wilds of southern Ontario. It will be illustrated with some of my own photographs.

I started writing this story last fall, but was greatly dissatisfied with my ability to connect facts in a thread of narrative. So every time it came back from an editor, I would rewrite it, keeping in mind some of the things I had learned so far from this course which I had then started taking."

EARLY HISTORY OF NEW ULM

By A STUDENT IN COMPOSITION

In 1854 a company of men with their families were traveling west in the hopes of locating a productive country, where they planned to settle permanently, and eventually to form a township. After many days of travel they came to a section of land which appeared delightful; it was not only picturesque, but apparently fertile, and this is where these courageous people set up their covered wagons. The hardships these people encountered were deplorable, but they had tenacity of purpose and ambition to achieve results in this excellent agricultural country, which proved to be just what they expected. And on May 16th, 1855, members of a Chicago company arrived to help organize the township of New Ulm.

This city was founded in 1854—1855 by German colonists who came from Chicago and Cincinnati; it was incorporated as a town March 6th, 1857; as a borough February 18th, 1870; and as a city February 24th, 1886. The present chapter was received in 1887. Ulm is an important city of Wurtemberg, in Germany. On the opposite of the Danube river is a city called "Neu Ulm," and because the early settlers in this Minnesota country were mostly Swabians, the newly organized town was called "New Ulm." In 1860 there was one native American among 1500 German people.

In 1862 a great calamity visited this city. The Sioux Indians, to whom these stalwart settlers had been very kind, massacred people, pillaged stores and homes, and burned the greater part of the town to the ground. These atrocious acts were felt along the frontier for about two hundred miles. This was a sad period for these brave people; the heinous manner in which these Indians treated women and children made an epoch in the history of this town.

About six weeks after the first brutal assault it looked as if the Sioux were planning a second attack. But the people had formed a militia in the interim, and they were now prepared to meet an outbreak. The militia destroyed two ferries; then the men marched through the night, and reached a certain point before day-break, saved the town and people, and prevented another savage outbreak. The Indians were infuriated when they discovered they had been out-witted, but it put an end to their invasions.

New Ulm has always been known as the town where good beer is made. The early settlers patronized two beer gardens, both having opera houses connected, where German plays were given. Since prohibition the beer town has lost some of its glamor for the old men who used to sit around the air-tight stoves with their meerschaum pipes and drink schooner after schooner of beer. But it

is still called a beer town, for many of the present inhabitants had the old time formula handed down to them. No doubt it will always be known as the town where good beer is made.

The buildings in New Ulm are interesting. The town hall, for instance, is a large red brick structure. Since the massacre in 1862, when the town was burned down, great care has been taken to prevent another such catastrophe. Many of the residences are constructed of brick or other fire-proof materials; the yards are spacious. Some of these buildings are extremely old in architecture, but they have stood the test of the elements for many years, and still appear to be in good condition. One building stands as the Indians left it, with the exception of a few essential repairs; it is of frame construction, and was the lodging place for some of the Indians during the massacre. Hatchet marks are in evidence on the front door. The first houses were built in 1855 by men with names such as Behnke, Diderich, Eusderle, Henle, Aufderheide, and so forth.

The first ministerial function was performed by Athanasius Henle; he baptized a baby, although he did not pretend to be priest, or preacher. This is interesting, for the Henle family is still in New Ulm, quite prominent in the local affairs.

New Ulm of today is still a thoroughly German community; and since it is German, many ideas are radical. When an important question is to be settled there are usually two definite factions to settle it, and often a great deal of discussion takes place before a final decision is reached.

Bigness!

"As for me, my bed is made. I am against bigness and greatness in all their farms, and with the invisible molecular moral forces that work from individual to individual, stealing in through the crannies of the world like so many soft rootlets, or like the capillary oozing of water, and yet rending the hardest monuments of man's pride, if you give them time. The bigger the unit you deal with, the hollower, the more brutal, the more mendacious is the life displayed. So I am against all big organizations as such, national ones first and foremost; against all big successes or big results; and in favor of the eternal forces of truth which always work in the individual and immediately unsuccessful way, underdogs always, till history comes, after they are long dead, and puts them on top."

—William James.

If you have knowledge, let others light their candles at it.—Margaret Fuller.

As a man is, so he sees.—William Blake.

The Great Common Denominator

The great common denominator of advancement for all vocations is education.

Could there be analyzed all the visits to a large library the results would show a great variation in the vocations represented by the visiting persons.

We have seen the society lady and the man with overalls, the handicapped person and the youthful miss, the ex-service man and the ex-business man, all and many more, reading their papers and their magazines as well as applying for their books at the same time in a large library.

The students in the Correspondence Study Department cannot be seen in the same way with the natural eye, but a survey of their vocations shows a wide variation in their life work.

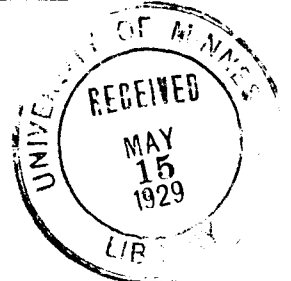
One hundred and thirty-six vocations are represented among which are included the following: accountant, banker, butcher, dentist, engineer, farmer, housewife, journalist, lawyer, merchant, musician, nurse, painter, preacher, prisoner, salesman, soldier, stenographer, student, teacher, and undertaker.

Bookkeepers are represented with a high number as are bankers. Nurses total high as do secretaries and stenographers. But the largest numbers of all are: clerks, farmers, housewives, students, and salesmen and the variation of their work taken is quite as great.

"Stone walls do not a prison make." The boys at the St. Cloud Reformatory are studying harmony under the supervision of their music director. Besides joining a class in music, some of them have taken other work through Correspondence Study. One ambitious young man recently sent us his twelfth registration. He is doing excellent work and is accumulating credits which he will apply on a college course when he will again be admitted into society.

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Mr. F. K. Walter,
Librarian,
University Library U. of M.
Minneapolis, Minn.



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No. 9

MOTION PICTURES AS AIDS TO EDUCATION

By H. B. GISLASON, Head of Department of Community Service, Extension Division, University of Minnesota.

"A picture is worth ten thousand words." So reads a Chinese proverb much quoted these days.

"We learn by seeing," is a maxim as old as the race. Or, to put it somewhat differently, "Observation is the basis of understanding."

Modern psychology affirms that the visual sense is by all odds the most important avenue of information and learning, probably more important than all the rest put together.

This being so, it is not at all surprising that there is a definite movement on in education to utilize all possible forms of visual aids in the learning process. The surprising thing, perhaps, is that this movement, resting as it does on so sound a psychological basis, makes as slow progress as it does. That has been especially true of the motion picture as a teaching aid, with which I shall particularly deal.

Motion Picture Primarily Educational

Strange as it may seem, the motion picture started out to be an educational institution. The first pictures made were for educational purposes. It was not long, however, before the industry was virtually taken over by the theater. Random efforts have been made from time to time to produce real educational pictures, with varying degrees of success, both from the pedagogical and commercial viewpoint. Among the good ones should be counted, no doubt, the motion pictures made by the Society for Visual Education, Chicago, and the Bray Corporation of New York City.

Of late years, there appears a genuine revival in the production of educational motion pictures of a high order, made under the direction or supervision of prominent educators in the fields of history, biology, and other sciences. Perhaps the most stupendous of these projects is that of the Yale Chronicles of America Photodramas, which aims to put into pictures thirty-three of the most significant episodes in American history. Fifteen of these film subjects, out of the thirty-three, have already been released,

the cost of production being \$1,250,000, contributed by three or four Yale graduates. Work is progressing on the rest, and the rentals on the Yale pictures already released are being used to finance the completion of the whole series as originally planned.

"In the not distant future the budget of the progressive school will provide proper film equipment, and very likely a special room equipped as a sort of 'visual instruction laboratory' where educational films may be shown, and the technique of teaching with the aid of films may be perfected. Film showings will be planned far in advance, on a semester or yearly basis, so that teachers' aids may be provided and maximum results obtained."

—H. B. Gislason

The Yale pictures are now being extensively used in most of the states of the Union. It is not improbable that they will gradually become a part of the curriculum in progressive secondary schools and colleges. The pictures are generally regarded by educators as of a high order, possessing historical accuracy, considerable dramatic interest, and good taste.

Science Studied Through Pictures

Another project now under way in the field of educational motion pictures, is that of the Harvard-Pathé Science Series in Human and Physical Geography. The first comprises twelve reels, the second ten. Not all of these have been released, although the series is now almost completed. The first ones of these were shown in the University of Minnesota Summer School, 1928, by Prof. John R. Mosely, of Harvard, who had a major part in producing them. The pictures that were shown have received extravagant commendation. If the rest are as good as the first, our schools will have something to look forward to in the form of dependable pictures in the field of geography.

Among other notable producers of educational motion pictures may be mentioned the Eastman Kodak Company of Rochester, New York, and the DeVry Corporation of Chicago. The Eastman Kodak

Company has organized a subsidiary corporation for producing educational films known as the Eastman Teaching Films Inc. Their films are made on the 16 mm. width, as well as on the standard 35 mm. and are primarily adapted to, and intended for, classroom teaching.

The DeVry School Films, Inc., a subsidiary of the DeVry Corporation, and formerly known as the Neighborhood Motion Picture Service, has already produced eight courses of school room films, comprising Nature Study, Citizenship, American Statesmen, World Geography, Vocational Guidance, General Science, Health and Hygiene, and Electricity.

These films are produced "by educators for educators, and organized into a complete series correlated with the school curriculum and accompanied with teachers' Manuals written by pedagogical experts." These, too, are on the 16 mm. films, as well as on the standard, and intended for classroom as well as auditorium use.

Value Varies with Subject

What shall be said of the pedagogical value of motion pictures? For certain purposes they are unquestionably unequaled. A motion picture showing the action of the human heart, with its chambers and valves, and the manner in which it sends blood to all parts of the body to be returned to the lungs for purification, will impart and fix in memory information more readily than any other means. A film showing with animated drawings the habitats of the Eskimos along the north coast of North America, and on islands adjoining, of the building of an igloo with its window made of a slab of ice, showing the family belongings transferred to the new abode, the family partaking of a meal, and then going to bed—this gives one in fifteen minutes a clearer and a fuller picture of Eskimo life than several weeks of book learning would do.

Wherever *motion* is an essential factor, where *life processes*, or *life activities* are involved—there the motion picture may be regarded as a necessity. "And there

(Continued on page 3)

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Alta J. Jones - - - - - Editor

MAY, 1929

Concerning Residence Credit

For the sake of avoiding error, misunderstanding, and a sense of grievance on the part of students, the General Extension Division wishes to state again clearly and explicitly that there are only three places in Minnesota where extension classes are counted as meeting the residence requirements of the University; namely, Minneapolis, St. Paul, and Duluth. In all three of these cities, there are branch offices of the Extension Division. The action with reference to these three cities was taken some six or eight years ago by the University Senate. Public notice of this action has been given repeatedly, and yet complaints and criticisms come in occasionally from students who claim to have been misled by unauthorized and unwarranted statements. The facts are as stated above.

Final Registration Figures

Figures for the second semester registration of the year 1928-29 are now more complete than those published in an earlier number of THE INTERPRETER. Additional figures from quarter registrations together with scattered late registrations swell the figures published last month.

Second Semester

| | |
|---|-------|
| Minneapolis, (semester registrations) | 2,722 |
| Minneapolis, (quarter registrations) | 278 |
| St. Paul | 1,079 |
| Duluth | 461 |
| Range | 294 |

Total 4,834

Second semester, 1927-28, 4,443

Price to Attend National Conference

Director Richard R. Price will attend the annual convention of the National University Extension Association at Austin, Texas, from May 13 to 15.

The program of the conference will present a number of round tables on subjects of interest to extension educators as well as a number of papers and discussions on extension problems.

Conferences on Social Work

Four regional conferences of social work are being sponsored by the General Extension Division, the State Board of Control, and the State Conference of Social Work, throughout the state during May and June.

Either Mr. H. B. Gislason, Head of the Department of Community Service or Mr. A. H. Speer, Head of the Department of Correspondence Study, will speak at each conference in the interest of community betterment.

Definite dates are as follows:

| | |
|---------------------|---------|
| Redwood Falls | May 10 |
| Breckenridge | May 17 |
| Winona | May 23 |
| Cloquet | June 12 |

Mr. Gislason will appear at Redwood Falls, speaking on the topic "Adult Education," at 2:20 p.m. Further details may be secured by writing the general office of the Extension Division.

Special Notice—Important

All evening class students are again warned that those expecting to receive certificates in the fields of Business, Engineering, and Science, Literature, and the Arts at the June commencement are expected to notify the Students' Work Committee of the General Extension Division to that effect. It is important that all notices be in our hands immediately. Include in your notification to the Committee a statement of the credits you have earned in this Division, or in other schools of the University. If you have taken work in any institution other than the University of Minnesota, please include a statement of that work as well.

STUDENTS' WORK COMMITTEE

Course in Camp Leadership

During the week of May 13 a course in Camp Leadership Training will be conducted by the General Extension Division.

Primarily the course is for camp directors and counselors, both men and women, and it will be led by Miss Barbara Joy, a prominent director of a girls' summer camp in Wisconsin. Sessions will be held from 6:30 to 8:30 p.m. each evening, with four hours on Saturday afternoon of the week.

The fee for the entire course is \$3.00 per person.

Short Courses Close

Registrations for the Institute of Funeral Directors, which was held during the week of March 25 reached a total of sixty-four. In addition to this number there were thirty-six members of the embalming short course who were required to attend the Institute.

The short course for electric metermen, conducted during the week of March 25, drew a registration of forty-three.

St. Paul Registrations

That St. Paul attendance in night school classes is not always shown by St. Paul registration figures is the conclusion one draws from the figures below, compiled by Charles H. Dow, Manager of the St. Paul office.

St. Paul Enrollment 1928-29

| | <i>Attending</i> <i>St. Paul</i> <i>classes</i> | <i>Attending</i> <i>Mpls.</i> <i>classes</i> | <i>Total</i> |
|------------------|---|--|--------------|
| 1st semester.... | 1,388 | 474 | 1,862 |
| 2nd semester.... | 1,076 | 406 | 1,482 |

Tuberculosis Workers to Meet

Announcement is made that the Regional Institute for tuberculosis and public health workers will be held at Minneapolis from June 17 to 29, under the auspices of the National Tuberculosis, Minnesota Public Health, and Hennepin County Tuberculosis Associations, with the co-operation of the General Extension Division of the University. The Institute will be conducted by Philip P. Jacobs, Publicity Director of the National Tuberculosis Association.

Membership in the Institute is by invitation only and is limited to thirty members. Application blanks, which may be secured at the offices of the Extension Division, should be filled out and sent to Dr. E. A. Meyerding, Minnesota Public Health Association, 11 W. Summit Avenue, St. Paul. A committee will select from the applicants thirty members to whom the invitations will be sent.

The Regional Institute is a training course for those who are already in the field as well as those who wish to engage in work of this kind. Since the membership is limited the method of conducting the Institute will be not that of the ordinary classroom, but will make intensive study and round table discussions possible.

A registration fee of ten dollars is the charge for the course, and will be payable at Room 402, Administration Building, University Campus. The place of meeting is Room 9, Folwell Hall, and there will be both a morning and an afternoon session.

Night Class Secures Position for Student

Attendance at night school classes has proved instrumental to at least one student in securing a position.

Mr. Harry A. Bailey, student in Professor Teeter's class in Hydraulics, has just received an appointment to a position in the Department of Health in Virginia. When he applied for the position he gave his instructor's name as a reference. Correspondence ensued between the chief engineer of the division of sanitary engineering at Richmond and Mr. Teeter.

On the third of April, Mr. Teeter received a letter from Virginia stating that Mr. Bailey had received the position, which is one of considerable responsibility.

MINNESOTA STATE HIGH SCHOOL MUSIC CONTEST

In Cooperation with the Public School Music League

On May 16th and 17th the University will again be host to the participants in the music contest finals. All sorts of vehicles will be pressed into service bringing to our campus some 2,000 "hopefuls," who have successfully run the gauntlet of school elimination try outs and the district contests, and having won first place in their class and division are eligible for the final contest.

The State is divided into fourteen districts, three of the more remote having chosen the festival idea in preference to contest and hold their own conventions within the boundaries of their regions. The other eleven districts send their school representatives in vocal and instrumental ensemble groups and as individual virtuosi, "not to win a prize or to defeat an opponent, but to pace each other on the road to excellence."

Color, too, is added to our field of activities, for many of the groups are uniformed, some strikingly, some tastily, but all of them proud of their appearance, for which they are given credit during competition.

There are sixteen classes of vocal and instrumental endeavor consisting of Chorus of Mixed Voices, Girls' Glee Club, Boys' Glee Club, Orchestra, Band, Soprano, Alto, Tenor and Baritone or Bass Soloists, Violin, Viola, Cello, Woodwind and Brass Instrument Soloists, Piano Soloists, Teams for Music Memory and Its Appreciation, and Chamber Music.

Many of these classes are subdivided in that which is expected of them by Divisions depending on their school enrollment.

Division A.—All schools with an enrollment in grades 9, 10, 11, and 12, of 800 or over.

Division B.—All schools having an enrollment of 200 or more, but less than 800.

Division C.—All schools having an enrollment of less than 200.

Junior High School Division.—All schools classified as junior high schools regardless of the grades included, or the size of enrollment. For it is but natural to expect more opportunity and better facilities for development of group activity in the larger school. The smaller institution is thus encouraged.

On Thursday evening, May 16th, the University Armory will be the scene of competition of A and B division bands and orchestras. Friday, all day, we will run a "5 ring" circus, in the Armory and Music Building Auditorium, Music Library and Ensemble Room and probably in U. Farm Auditorium. Many of these will have to function simultaneously, and oftentimes make it difficult for a poor little accompanist of a woodwind or brass instrument soloist at the Armory, to be in

the Library or Auditorium, giving support to a glee club or string instrument soloist, at one and the same time. But we hope to be able to help them by re-adjustment of schedule.

Much is to be expected of the adjudicators, who aside from merely making a decision are invited to make comments, offering suggestions and constructive criticism at a round-table discussion following the awards in each class, to which the school administrators, supervisors and conductors are invited. Showmanship in "putting it over" will not dazzle the competent judge, who with his musical training knows full well the traditional interpretation of the contest selections, carefully chosen for their educational merit.

This contest is planned with the purpose of stimulating interest in music in the high schools of the state and of raising the standards of performance. It aims to do this through bringing the schools into competition where comparative accomplishment may be observed, criticized, and evaluated by competent judges. From the results of these judgments schools may realize their strength as well as their weakness, and may be able to plan more wisely the work of their music departments. In addition, pupils have the advantage of public appearance under ideal conditions, and to those who excel is given the credit they deserve.

The competition, in other words, is only a teaching device—a means of supplying what the educators call motivation.

The public is invited. A nominal fee is charged for admission to the evening sessions in the Armory.

Students, faculty, and alumni of the University who have contacts with out of town organizations are asked to offer their services in making their visit with us a pleasant and profitable one.

Merchants' Institute

Merchants of Minnesota are offered for the next two months the opportunity to engage the services of William E. Koch for the conduction of an Institute of Retail Merchandising.

It is suggested that the Institute take the form of a three-day series of round tables, discussions, and speeches, but it may also be arranged to secure the services of Mr. Koch for one or two days. The offices of the General Extension Division will suggest programs according to the extent of the Institute.

The town will be asked to contribute \$25 a day and Mr. Koch's local expenses. All other expenses are paid by the University of Minnesota. More information may be obtained by writing to the office at 402 Administration Building, University of Minnesota.

(Continued from page 1)

are thousands of such problems," says William H. Dudley, who is now with Yale, promoting the use of the Chronicles of America Photodramas, "that can be solved in no other way—the intimate processes that go on in a gas engine, the peristaltic action of the digestive tract, the intricacies of blood circulation, the metabolic changes that take place in the tissues, the way an individual lives and moves and has its being; success in life from the standpoint of a starfish—of a bird—of a Hottentot, the vocations of the people of Borneo, how the Eskimo of the frozen north live and love and treat one another, how the peoples and races of by-gone ages solved the problems of existence peculiar to their times and their environments—their industries, their wars, their worships, their courtships, their homelife—all these activities and life expressions can be re-lived, can be vitalized only by means of motion pictures, lacking which the student must continue to be content with the east wind of authority."

Statistics Prove Statement

Very careful experiments have been made to ascertain the exact pedagogical value of motion pictures. Extensive research directed by Dr. Ben D. Wood of Columbia University and Dr. Frank N. Freeman of the University of Chicago shows that there was a 33 per cent gain in geography and a 15 per cent gain in general science scored by approximately 5,500 children taught with specially prepared films, over 5,500 taught the same subject material without the aid of motion pictures. These gains would seem to be large enough to warrant schools in providing educational motion picture equipment.

Such equipment costs money. But so do books and science apparatus and what not. In the not distant future the budget of the progressive school will provide proper film equipment, and very likely a special room equipped as a sort of "visual instruction laboratory," where educational films may be shown, and the technique of teaching with the aid of films may be perfected. Film showings will be planned far in advance, on the semester or yearly basis, so that teachers' aids may be provided and maximum results obtained.

Conference to Be Held

A state conference on adult education will be held at the University on June 13 and 14. Mr. F. W. Peck, of the Agricultural Extension Division, is co-operating with Director Price in planning the program which will be followed at the conference.

Success or failure in business is caused more by mental attitude than by mental capacities.—Walter Dill Scott.

SETTLEMENT AND BEGINNINGS OF OSSEO

By a Student in a Night Class in Composition

On a mild day in early spring of the year 1837, Pierre Bottineau, a half-breed guide, left the Selkirk Settlement in Canada with Martin McLeod and his two companions, and headed for the nearest trading post, at Fort Snelling. During the first day of the journey, when the travelers were out on the plains of what is now northern Minnesota, a blizzard came up which, according to Mr. McLeod's own journal, "no pen can describe." In the blinding storm, the party became separated in the attempt to reach a wood three miles distant. Mr. McLeod writes that he finally reached the shelter of the trees, and there he spent the night in a hole in a snowbank, covered with a blanket and a buffalo robe from the dog sledge with him.

The guide, being a native, knew the country and its dangers, and had built a fire to keep from freezing in the night. One of the companions was found nearby with his feet and legs frozen, and in such intense pain that he could not be moved. The two left him, with blankets and plenty of wood, in a hut which they built, and went on to the trading-house at Lake Traverse. The guide was sent back from there with horses and a cart, only to find that his friend had died, evidently in the delirium of fever caused by the pain he was suffering. No trace was ever found of the fourth member of the party, who no doubt became food for the wild animals prowling in the woods.

Pierre Bottineau later became one of the most interesting historical characters, and few men have experienced a more eventful career than his. At Fort Snelling he was employed as interpreter and guide over the plains as far as the Rocky Mountains. When the route for the Northern Pacific Railway was surveyed in 1853, he led Major Isaac Stevens and his party, and he conducted Governor Smith and his company of directors over the route after the Northern Pacific was organized. When he was dismissed from the military reservation, Bottineau went to St. Paul, then known as Pig's Eye Landing, and later he bought a claim on the east side of the Mississippi River where part of the University of Minnesota now stands. In 1848 he and Mr. Franklin Steele surveyed their lands, and laid out the town of St. Anthony, which later became a part of Minneapolis. He also bought 160 acres of land for \$150 on the island in the Mississippi River now known as Nicollet Island, which, it is said, he later lost in a poker game.

The atmosphere of civilization soon became too restraining to this lover of nature, and in 1852, with Peter Raiche, Peter Gervais, and Joseph Potvin, he started out to take up claims in the wilderness. On July 12 of that year, he emerged from a dense woods to behold an open stretch of rolling prairie extending for

miles before him. This was chosen as the settlement, and was named "Bottineau Prairie." The name was later changed to "Osseo," which means "Son of the Evening Star." This name is given to the hero in one of the Indian legends in Longfellow's poem, "The Song of Hiawatha." The village was in existence when the poet visited Minnehaha Falls and wrote his poem, and it is believed that he visited Osseo while at St. Anthony.

In 1854 the village was settled, and two years later it was platted by Warren Sampson and Isaac Labissoniere. Another village called the "City of Attraction" was laid out by A. B. Chaffee adjoining Osseo, but is now included in its limits. From the very beginning, the settlement grew rapidly as people of many creeds and various nationalities came to take up claims. A postoffice, store, blacksmith shop, and inn were established, and later a school and churches.

Life for these early, hardy pioneers was not easy, but their indomitable spirits urged them to hold to their new venture. Many difficulties were encountered in the obtaining of a livelihood. The land was covered with heavy brushes and timbers, and with no implements but the grub-hoe, they cleared the ground, little by little, so that grain could be raised. The only roads were trails or footpaths through the woods. Over one of these trails, now the "Territorial Road," Joseph LaBonne for many years carried mail on foot from St. Paul to St. Cloud, a distance of seventy miles. People thought nothing of walking five or six miles to church every Sunday, often in stormy weather.

Although the village was situated near a way-station of the warpath of the Dakota and Chippewa tribes, the Indians never molested the inhabitants of this community. This can no doubt be accounted for by the fact that Pierre Bottineau was himself partly Indian since his mother was an Ojibway squaw. Then, too, the people were always prepared, having built a log fort in the village where the men took turns watching during the night. The sound of the scalp dance of these two tribes was often heard in the evening.

As Osseo is situated only twelve miles from Minneapolis, trade had a chance for development until the village was settled. A wood market was established where the settlers could sell their green wood, which was hauled to Minneapolis after it was dried. This became the chief industry of the community, and the main source of revenue. In 1880 a right of way was granted to the Great Northern Railway Company for a railroad track, and two years later the first train passed through Osseo. Telephone service was extended to the village in 1893, and in 1904 rural lines were installed.

The Reading Course Bulletin

Dr. John Walker Powell has prepared a Bulletin on Reading Courses and Guided Studies in accordance with the plan outlined in the February INTERPRETER. After analyzing the motives and objectives of systematic reading, the Bulletin presents a classified list of reading courses prepared by the American Library Association, the United States Bureau of Education, and by several leading universities. Definite instructions are afforded on how to begin such a course, and how to secure a certificate upon its completion.

These Bulletins will be furnished to Public and School Libraries throughout the state, to be distributed to their patrons, and copies may be had upon application to the General Extension Division. It is hoped that it will be found helpful to individuals who are seeking self-improvement, and also that clubs and study groups may find in it suggestions whereby their activities in the field of adult education may be guided to definite ends.

It is interesting to note that many universities are giving marked attention to the problem of interesting the public in reading courses. President Hoover's remarks upon the subject of education in his inaugural address were extremely pertinent. He declared that the objective is no longer merely the removal of illiteracy, but rather the development of an instructed and intelligent citizenship, capable of dealing with the difficult and complex problems of the modern world.

It is to be hoped that many who pursue the reading courses suggested by this Bulletin will not be content until they have mastered some systematic course of study, either through Correspondence or in Extension classes, in one of the many important fields open to the adult student. It is impossible to exaggerate the importance of such studies to the man or woman who desires to think and act intelligently upon the political and social problems of the present day.

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Mr. F. K. Walter,
Librarian,
University Library U. of M.
Minneapolis, Minn.

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MODERN HISTORY AND THE MODERN MAN

By HELEN PARKER MUDGETT, Instructor in History, General Extension Division, University of Minnesota

"It was so dry that the bones rattled," moaned the student. The unfortunate book under discussion was the *magnum opus* of a very eminent historian of the last century; the scene—a history seminar at the University of Minnesota—a few years ago. The time and the place are not especially significant. The same comment might have been made, with justice, of almost any historical work written earlier than day before yesterday. The blame for this dullness does not lie wholly on the shoulders of the historian. To a certain extent the student co-operated passively by his very failure to demand that the chronicler be more intelligent in the selection of his materials and more analytical in his interpretation of them. For the most part, the historian felt the heavy burden of presenting as huge a mass of facts—usually undigested and often undigestible—as could be packed between the covers of one volume. The student who elected the course devoured what he could and departed, frequently with a feeling of positive distaste.

History Becomes Artistic

Today, the scene has changed. Neither stage, nor props, nor characters are the same. History is no longer relegated to the classroom but has become a subject for discussion from dinner-table to smoking-car. The properties—the books themselves—have been transformed; even the bindings reflect the spirit which rules the new history. And as for the characters in the drama! Our most successful historians today are poets, dramatists, novelists—men whose scientific training is supplemented by the craftsmanship of the artist. Our students come from every

group in society. Even the "man in the street" reads history!

How can we account for this transformation? Partly, it is due to what we have been pleased to call the "new history" and what we may venture to call the "new reader." To be quite truthful we should say history, new and newer, for there have been two lines of influence which have converged in some of the outstanding books of the last few years. The "new" historian has changed the emphasis in the treatment of his subject matter. He has reduced the amount of space devoted to wars, battles, court affairs, and has introduced accounts of business methods and business men; he has sought out information on how the ordinary person lived and worked and thought; he has tried to bring to bear upon the problems of the past all the interpretive skill of the modern sociologist, economist, and psychologist. The new historian knows that great forces move men and nations to action and that forces are not to be found

The conclusion of the whole matter is this: if the historical books in your library look unused, dust them. Perhaps a few new ones could be added to the old. If your theory is that history is dull and for the pedant only, scrap it. All around you are institutions and developments which you cannot understand, unless you know the history of their growth.

on the surface of court life. He knows, too, that the motives which have actuated men are not always the ones which they voice from the throne or from the floor of the House of Commons. Into the hearts of men and deep in the secret closets of the mind does the new historian peer, seeking the explanation of what the chronicler related as the "facts of history."

Biographies as Backgrounds

The "newer" historians have added to the scientific method the skill of the artist. They know that the ordinary human is interested in "people"; they feel that making "people" of historical personages is a great and hitherto unexplored field for the literary craftsman. Beyond a doubt, Lyt-

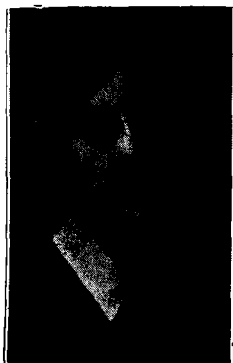
ton Strachey was one of the first to attempt this feat. He chose as a subject, Queen Victoria. His selection was a canny one. Here was a character so close to many of his readers that they had their own memories of her and of her reign. The familiar attracted and held them; the unfamiliar intrigued and forced them into discussion with their friends. The popularity of the book increased, spreading to this side of the Atlantic where Queen Victoria had formerly been regarded simply as "one of the rulers of England." Thru the eyes of Strachey, Victoria is seen as a girl, awakened in the early morning hours to be told that she is Queen of England; as a young woman, engaged in the serious business of guiding the destiny of a great empire through the difficulties of a changing industrial society; as a wife, stricken with grief at the death of her husband; as a sovereign, proud to add to her title, Empress of India, and, finally, as one harassed by the doubts and fears of age, somewhat afraid of the new tendencies, unable—as even the least of us—to check the current running forward. Because Strachey saw Victoria as a person, he made her live for us, and we add to our gallery of interesting people one more figure.

Following Strachey, and perhaps surpassing him, came Philip Guedalla. In the *Second Empire*, Guedalla tells the story of Louis Napoleon and his adventure for a throne in France. It is a story definitely saddened by the tragic mistakes of Emperor and Empress to whom the things which were, were less real than the things which they dreamed. And the stuff of which these dreams were made destroyed the Empire.

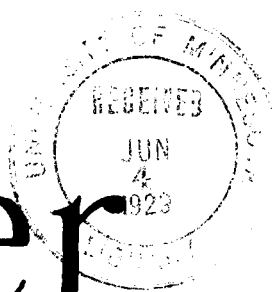
Audience Grows Up

Fascinating as these books are, by themselves they do not include the whole change which we see today. The "new reader" must be explained. So far there have been no attempts to account for him; he has been taken for granted—probably

(Continued on page 4)



HELEN P. MUDGETT



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S. H. Perry A. H. Speer

H. B. Gislason

Alta J. Jones - - - - - Editor

JUNE, 1929

Doings of the Staff

At the National Conference of Extension Divisions held at Austin, Texas, May 13-18, Director Price read a paper on "Comparative Achievement of Resident and Extension Students" which was received very enthusiastically by the group of heads of Extension Divisions gathered there. Thomas H. Shelby, Dean of the University of Texas Extension Division, presided at the meeting.

Dr. Herbert Sorenson of the staff of the General Extension Division, published an article of great interest in the Journal of Educational Research for April, 1929. It was entitled "High School Subjects as Conditioners of College Success." In the discussion Dr. Sorenson enumerated methods by examples from various colleges which related high school studies with those of colleges, using charts to make the problem clear in the reader's mind.

New Certificate Course

In Life Insurance

A new certificate course in life insurance is being offered to the students in the General Extension Division, which should prove to be of interest to a number of people, those who are searching for a vocation as well as those who are merely interested in developing along a line which they are already entered. Those who are planning to take the examinations for the degree of chartered life underwriter, which is granted by the American College of Life Underwriters, are urged to investigate this course also.

This certificate will be granted in Insurance to those who complete a total of 45 credits, distributed as follows:

First year: (three credits of each) Principles of Economics I, Business Law A, Business English, Life Insurance.

Second year: Principles of Accounting A and B (three credits each), Accounting Laboratory A and B (one and one-half credits each), Business Law C, Life Insurance Salesmanship (three credits each).

Third year: (three credits each) Money and Banking, Investments, Corporation Finance, Speech I.

Further information may be secured at the general office of the Extension Division.

Teeter to Be Acting Director



T. A. H. TEETER

Mr. Teeter is well known to many of the extension students not only through his classes but through his service to them and as a member of the publicity committee.

Institute of Retail Merchandising to Be Conducted June 24

Commencing June 24 and continuing for the following five days, the Extension Division is conducting an Institute of Retail Merchandising. Those in charge will be Frederick C. Wagner, Associate Professor of Market Administration, University of Minnesota, and William E. Koch, lecturer and specialist in modern methods of management.

The subjects which will be considered include advertising, sales promotion, management and control, and charge accounts. Instructors at the University who will take part in the Institute are: Donald G. Paterson, William H. Stead, Richard L. Kozelka, and E. A. Heilman. John H. DeWild will also take part.

Besides attending the numerous lectures and round tables, the merchant will have the opportunity to bring his individual problems before Mr. Koch, who will set aside definite periods each day for private conferences with those who desire them.

The Institute will be conducted on the University of Minnesota campus with a fee of \$10 for the entire course.

Aviation

The study of aviation has become so popular that the commercial ground schools as well as the army and navy schools are crowded to capacity. The process of training men for aeronautical vocations has become very selective. To help meet the demand for training in the fundamental principles of aviation and aviation engineering, the General Extension Division will offer in the fall semester through its evening classes, the following courses:

Aerial Navigation and Meteorology; Elementary Aeronautics; Aircraft Engines; Aircraft Design and Aircraft Construction.

During the second semester, a general course for naval reserve officers will be conducted also.

New Certificates Offered

Two new certificate sequences are being offered next year by the Extension Division. They are Retail Credits (45 credits) and Traffic and Transportation (45 credits).

Subjects in law, accounting, English, and specialized courses for the certificates have been made requirements for the curriculum. The plan of study and extensive information concerning these courses may be secured at the main offices.

Course in Foremanship

With the growth of industry, there has come a greater appreciation of the foreman's opportunities and responsibilities. The responsibility of maintaining production rests squarely upon the foreman's shoulders. Carl F. Dietz, President of the Bridgeport Brass Company, says, "The foremen count for 95 per cent in good and bad industrial relations."

Thinking men no longer look upon the qualifications of foremanship as God given attributes but as characteristics which can be developed in any man of average ability by education in the essentials of leadership.

With this idea as a premise, the General Extension Division of the University of Minnesota has planned a course which it proposes to offer through its Evening Classes in Minneapolis and St. Paul, beginning with the fall semester of 1929. This course will be under the direction of Mr. J. R. Ridpath, Superintendent of the Bag Manufacturing Department of the General Mills, Incorporated. Mr. Ridpath has had twelve years of experience as a foreman and superintendent as well as a teacher of foremanship courses in the Y.M.C.A. Evening Schools of the Twin Cities.

Further information as to contents of the course, places of meeting of the classes, fees, etc., will be available at the beginning of the fall semester.

Educational Work Offered

Four new courses in education work will be offered next fall in Extension classes.

Mr. A. V. Overn, instructor in the Extension Division, and former superintendent of schools, will teach Educational Administration and The Junior High School. The first of these courses is required of those who are working for an Elementary School Teacher's Certificate, while the second is on the list of suggested subjects in the same curriculum.

Two new courses are being offered by Dr. Herbert Sorenson, Assistant Professor of Educational Psychology in the Extension Division. They are Mental Tests (Ed. Psy. 134) and Educational Statistics (Ed. Psy. 60).

Place and time will be scheduled in the bulletin for the first semester of next year.

THE OLDEST VILLAGE IN MINNESOTA

By a Student in Composition Night Class.

Mendota, situated on the south bank of the Minnesota, and on the east of the Mississippi rivers, just at their confluence, is the oldest village in the state. The place derives its name from the Indians, meaning the meeting of the waters; the Minnesota coming in from the left as you stand looking out from Mendota, and the Mississippi from the right, forming a confluence at the foot of the hills which encircle the town.

Quietly reposing in a bower of beauty is this unpretentious modest little town; basking in the sunlight of its gorgeous scene and apparently satisfied with the elegant surroundings and appointments of nature which look down upon it. Emerging from the hustling activity of either of the two great cities which seem to embrace the village in their brawny arms, one almost feels the stillness which pervades the streets, though here and there we find a few straggling teams, a brick hotel, a few country stores, a postoffice, a schoolhouse, a Catholic church and the old cemetery nearby. One of the most marked and attractive historical features of the place is the old stone house near the railroad tracks, erected by General H. H. Sibley in 1836. The private dwelling was the first stone or wooden house in the state, and stands today restored and kept up by the Daughters of the American Revolution.

To the casual motorist touring the beautiful valley of the Minnesota river there is little hint of the murder, pillage, and rapine which took place there in the middle of the last century. Time has smoothed the scars of conflict. Red men defending their prairies, pioneers struggling to wrest a home from the wilderness, the clash between red and white—all are forgotten.

The first settler in Mendota was Duncan Campbell, who established himself as an Indian trader about 1820. In 1828 Mendota became the principal depot of the trade of the American Fur Company in this region and was placed in charge of Alex Bailly, who was in 1834 succeeded by the Hon. H. H. Sibley. Sibley built a store and opened up a stock of goods, which was the first store on the west side of the upper Mississippi. During the early days of St. Paul, Mendota was the only place where tea, flour, pork, and other necessities of life could be obtained. General Sibley's store marks the beginning of the great commercial interests of the state as well as the county. In 1837 Alexander Faribault built a stone hotel, which is still standing.

In 1819, Col. Leavenworth, in command of the U. S. troops, occupied a spot on the south bank of the Minnesota river, and opposite the present site of Fort Snelling,

where he remained during the winter of 1819. At this time scurvy broke out in a most malignant form, and for some days raged so violently that garrison duty was suspended. This is believed to be the only case of this disease appearing in this country. The troops continued to occupy quarters on the south side of the river until 1823, at which time Fort Snelling was completed and the whole command moved there.

The village of Mendota assumed importance after the building of Fort Snelling, when the American Fur Company, at whose head was John Jacob Astor, selected it as the most eligible location for the depot of their trade with the Sioux. The trade in furs and pelts with the numerous bands of Sioux Indians was under control of the partner of the company whose headquarters were at Mendota. Each summer those in charge of the fur trading stations brought the collection in to St. Peter's, as Mendota was then called, in boats or carts, and were furnished with goods and provisions requisite for their trade the ensuing year.

This profitable trade was somewhat curtailed by the Treaty of Mendota in 1851. According to previous treaties, the Indians had been allowed the hunting rights of the surrounding country for fifty years, but rapid settlement by the whites made this an impossibility. Therefore the Indians were removed to the upper Mississippi, ceding their lands to the government. After this removal of the Indians their direct trade with St. Paul ceased, but it always remained the headquarters for outfitting traders for the various adjacent tribes.

In 1847, Wisconsin was admitted to the Union, leaving all the counties west of the St. Croix without any government. The Hon. H. H. Sibley was elected to represent the inhabitants of this country, and again, when the territory was organized in 1849, and in 1851, thus serving five consecutive sessions of Congress, and representing two different territories, though all the time residing at Mendota.

At the time of the organization of the territory in 1849, Stephen A. Douglas was strongly in favor of Mendota as the capital but, because the majority of the constituents resided in St. Paul, that city was made the capital.

The commanding view to be had of the surrounding country from the bluffs around and in Mendota, and the fact of its being the oldest settled town in the state makes Mendota a place of much interest to visitors and pleasure seekers. The new concrete bridge just completed connecting Minneapolis and southern Minnesota with Mendota will bring many more visitors to the quaint little settlement.

New Member of the Staff

A new member of the Extension Division staff will be Clarence Paul Hotson, who will be assistant professor of English. Mr. Hotson takes the place of Walter Blair, who goes to the University of Chicago as an instructor in American Literature.

Mr. Hotson is at the present time Assistant Professor and Acting Director of the English Department at Drury College, Springfield, Mo., and will spend the summer months completing the preparation for his Doctor of Philosophy degree at Harvard University.

May Frolic Successful

On May 4, in the Minnesota Union on the university campus, the evening students held their annual May Frolic.

According to Thomas Moore, President of the Association, the party was the largest university party ever held in the country. Tickets were sold out a week before the date, and 2,000 people attended.

A poster contest, vaudeville acts, dancing, and refreshments made up the entertainment.

Concrete Testing Course

The Extension Division, cooperating with the Engineering College, offers a short laboratory course in Design and Control of Concrete Mixtures, beginning July 2. This course covers the necessary tests for making and control of quality concrete, and consists of six evening sessions meeting on Tuesday and Thursday at 7:30 p.m.

Each student will be expected to make his own tests under the direction of C. A. Hughes, Assistant Professor of Structural Engineering, in charge of the course.

The class meets in the Experimental Engineering Laboratory at Washington and Union Avenues S.E. and will be limited to 20 persons. The fee will be \$8.00.

The course is of interest to architects, contractors, engineers, and all others interested in production of quality concrete. Those interested should communicate with the General Extension Division, University of Minnesota.

New English Courses

To Be Taught

Two courses in Introduction to English Literature, English 21b and English 22a, are to be offered as evening classes during the first semester of the 1929-30 session. The first of these is a continuation of 21a, a course now being given. The second is a beginning course in the history of English Literature during the eighteenth century. It will be continued during the second semester as English 22b. Each of the two courses meets once a week and is a three-credit course.

BRINDISI—AN EXCURSION TO ITALY

By a Student in Freshman Composition

Brindisi, an ancient little seaport town, dating back to the year 19 B.C., is to be found on the eastern coast of the "Hiel" of Italy, sheltered and secluded by a jagged inner harbor. Situated, as it is, off the beaten tracks of tourists; with no splendid cathedrals, beautiful paintings, and fine marble statues to attract the traveler, or grand old ruins of any importance to entice the archaeologist; and with its only claim to fame, namely the belief that Virgil and Dante died here, widely disputed, this tiny port appears inconsequential, hardly worth notice, and seemingly possesses nothing that could set it apart as of especial interest. Yet, Brindisi, clinging to customs of centuries back compared with those of modern times, is as unusual a place as can only be imagined existing today. To the Brindisian the curious scenes to be encountered here are merely a matter of every day life. To you their novelty cannot but prove highly amusing—incredible, perhaps.

Brindisi is a town of extremely narrow streets paved with broad, flat, smooth stone slabs. Because of their narrowness, the tall stucco houses, of four, sometimes six stories, which line both sides of every little thoroughfare, appear even higher than they are in reality. From every story numerous balconies project so far into the street as almost to meet with those of the opposite side. On wash days lines are strung across the different balconies, and the streets become gay with banners—gayer by far than ours on a legal holiday. At all other times the balconies serve as observation posts and points of advantage to the busy housewife when arguing with some disagreeable merchant or vociferous peddler. If she wishes to make a purchase, she lowers a basket with the money and draws it up again with the goods. Meanwhile, the whole neighborhood not only witnesses the transaction, but usually takes a lively part in the bargaining.

A feature of popular life in Brindisi is the public story-teller, a man who recounts stories of the past—biblical scenes, historical incidents, legends of famous heroes and warriors—for the amusement of others. In telling his stories, of course, he greatly exaggerates, but because he does, perhaps, and the fact that it costs less than half a cent to be admitted to his circle, he is always surrounded by large crowds. Whenever the story-teller is a man of ability, the scene is sure to be dramatic. It is a known fact that every Italian is a born actor. His gestures alone form a language in themselves, and when excited, a Brindisian especially, gesticulates so fast that he seems to be battling with an unseen foe.

The public story-teller is in a way responsible for the curious carts to be seen in Brindisi, at which the American youth would undoubtedly exclaim "There's

a circus in town!" These carts, mounted on elaborately carved and ornamented wheels, are small square boxes, upon the exterior and interior sides of which are painted in vivid colors such scenes, incidents, and characters as the story-teller has made familiar subjects to his listeners. Sometimes these tiny carts carry as many as eight or nine passengers, but oftener they are piled high with fruits and vegetables to be peddled in the streets. Since an unpainted cart is not to be found anywhere and poverty is in plain sight, it is believed a Brindisian and his family would rather go without sufficient food and clothing than own an undecorated cart.

The milk dealer of Brindisi presents by far the strangest sight. He is usually a boy about fifteen years of age, followed by a flock of eight goats. The boy dangles a tin pail at the end of a string, so that it clatters interestingly along the stone pavement. The goats have bells attached to their necks, and their hoofs on the pavement, it has been remarked, sound like a troop of cavalry horses trying to mount the back stairs of an apartment house. The boy continues up and down the street, followed closely by his troop of eight goats, until some head bobs out of a window and signals for milk. Then the boy shrieks an acknowledgment, and the itinerant little dairy comes to a halt.

In short, remote, quaint, bizarre—that is Brindisi!

(Continued from page 1)

with due rejoicing on the part of publisher and historian. One might say that the explanation lies wholly in the fact that history has become so very readable, but that seems hardly adequate. Perhaps it, like so much else, is an outgrowth of the war. When there occurs any catastrophe as great and devastating as the recent war, when people find their homes invaded, their peace of mind and comfort of body shattered beyond healing, there arises an intense desire to know "why." To a few it may have been mere academic curiosity which turned them to history-reading—to many more it was because they sought some reasonable grounds for such carnage, to others—how many we cannot know, because they may not have been conscious of their own motives—it was an effort to find the causes of this war so that in the future similar causes could be recognized and removed. That a part of the growing interest in history comes from some other source than delight in the newer historians seems definitely confirmed by the fact that libraries are lending more of their standard works than formerly. Some of the copies of works on modern European history are sent to the bindery again and again. People are athirst for information, and they realize that the present is but a structure built on the foundation of the past. On every hand there is abundant evi-

dence that our history and our concept of its importance has altered. Walk thru the book aisles of a store and note the titles of some of the best-sellers. There are the Ludwig biographies of Napoleon, "the man of destiny," and of Bismarck, "the fighter." There, also, is Maurois' *Disraeli*, charming as the most delicate character novel. America has some notable contributions in the two books of Minningerode, *The Fabulous Forties* and *Certain Rich Men*. Another of American life is the epic poem of Benét, *John Brown's Body*, a penetrating study of the Civil War, yet done in verse. Or take the very new, the books on Russia by Poliakov, *Mother Dear* and *The Tragic Bride*. Nor are these books bought just by those who are students and teachers of history. You will find many of them in the circulating libraries. Copies of Strachey's *Elizabeth and Essex*, of Paléologue's *Tragic Empress* and of Hackett's *Henry VIII* are spoken for weeks in advance. They are the vogue. Book-conversations of the academic and the non-academic are coming more and more to resemble one another. The fifteen-minute-a-day shelf must be extended to include dozens of histories and historical biographies, if the reader is to be sure that his dinner talk will include all that a "well-read man should know."

The conclusion of the whole matter is this: if the historical books in your library look unused, dust them. Perhaps a few new ones could be added to the old. If your theory is that history is dull and for the pedant only, scrap it. All around you are institutions and developments which you cannot understand, unless you know the history of their growth. And if you think that in the pages of the novel only, can you find love and hate, romance, adventure, then be advised; investigate the newer history in which is told the story of real men and women who have trod the stage of their time gallantly or meanly, as the case may be, but who have all played their parts in the world-drama of the race.

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