

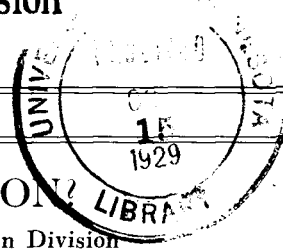
The Interpreter

Published by the General Extension Division
University of Minnesota

Vol. IV

SEPTEMBER, 1929

No. 1



WHAT IS UNIVERSITY EXTENSION?

By THOMAS A. H. TEETER, Acting Director, General Extension Division

UNIVERSITY extension divisions are absorbing so many activities that it daily becomes more difficult to define University Extension. Let us look a moment at the genesis of the University Extension movement. Then we can speculate as to what should be our ideal in this movement.



T. A. H. TEETER

About 1875 Oxford University of England interested itself in adult education of an extramural type. Let us bear in mind that up to this time, Oxford served only a select few. Little was done in the movement until

1910. In fact, the great development in this adult education movement came after the World War. It then became a worldwide movement, spreading rapidly in Europe and America.

Under the British system of University Extension as fostered by Dr. Albert Mansbridge, University Extension consisted of courses of lectures held wherever practicable by University tutors who established themselves in industrial localities where extension instruction was to be given. They formed a consecutive course of study of 12 to 24 lectures, and, when practicable, these courses were continued over a period of three or four years. These lectures were held during the evening hours because the students were mainly those people who were engaged in the daytime at manual labor in the factory, mine or field; or those people who were employed in the shops, stores, and offices of the cities.

The students were adults and the standards of teaching as well as the qualifications of the instructors were those of the University adapted, of course, to adults with the experience of life.

University Extension in the United States may readily be traced to the de-

velopment in Great Britain of this idea of extending the influence of Oxford and Cambridge beyond its small, select, resident student body. In contrast to the British idea, the development of University Extension in America took the form of the Short Course or Lyceum method of instruction which we still have with us. This consisted of a short lecture course, often illustrated and not very profound, designed to entertain as well as to instruct. These short courses rapidly became the parents of a host of similar children such as company classes, fostered by private industrial organizations, labor unions, farm organizations, bankers' or-

*It is submitted that the type of student enrolled and the method employed in enrollment establish the service either as an educational service conducted on a disinterested basis comparable to that prevailing on the campus or else as the commercial, or political, or arbitrary arm of the university, with educational ideals subordinated to ideals of profit or political expediency or something else. * * **

If we are engaged in delivering a high class product, we must have high class student groups and it goes without saying an extraordinary type of instructor. We cannot hope to maintain university standards whether courses are credit or non-credit, if we follow the mass attack in the registration of students.—Thomas L. Kibler, Director, Department Commerce Extension, Ohio State University.

ganizations, sales organizations, commercial associations, voters' organizations, professional groups, etc. Sometimes the sole purpose of these organizations was to maintain these cultural, professional, and trade short courses.

The superficial character of these short courses tended to depreciate the standing of Extension Courses as compared with regular university curricula, and universities began to realize that their obligation

to their communities and constituencies went further. They recognized the necessity to approximate more closely the form of instruction followed in the established curricula of colleges and universities, as offered to the students in regular attendance.

This implied the transfer of university education to the homes of those who could not attend classes in residence. Thereupon correspondence courses came into being. Although all basic material essential to a full understanding of the subject was included in these courses, certain elasticity had to be allowed to permit adaptation to individual needs. In the better institutions, however, many of these courses soon became recognized as the equal of residence work and were so accepted.

After the development of the Correspondence idea came the British system of organizing classes for wage earners in places within reach of the University at hours convenient to those employed during the daytime.

The Correspondence system of education thrived best in the sparsely populated districts of the West contiguous to Wisconsin while the evening class movement was most popular in the densely populated districts of the East as in New York, St. Louis, and the Twin Cities.

Now it is true that every University Extension Division must study its constituency and meet its demands. Elasticity and flexibility of instruction method, are imperative. But we shrink with consternation at the variety of ideas as to what constitutes University Extension. One educator says it is adult education. Another says delete the word "adult." This publication bears the slogan "Education a Life-Long Process." Some may infer that this slogan implies that University Extension embraces education from the cradle to the grave. Note that the original idea of University Extension was to disseminate University training. We believe that the organized class work of University Extension ought to be confined

(Continued on page 4)

The Interpreter

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SEPTEMBER, 1929

Classes Begin September 30

Extension classes of the University of Minnesota begin on Monday, September 30, for the semester of 1929-30. Registration for these classes will be open during the preceding two weeks as the final schedule will be printed and ready on the fifteenth of September.

During the week of September 23 to 28 offices of registration will be open until 6 o'clock, and during the first week of classes they will be running until 10 o'clock in the evening. The late registration fee goes into effect after Saturday, October 5.

As a supplement to the INTERPRETER this month readers will find a tentative schedule of classes for the first semester, together with information concerning the process of registration for extension classes.

Since the supplement is merely a tentative one, students may obtain final information at the office of registration concerning any last minute changes which may have been made. Indications are that these changes will be even fewer than usual, so the student may plan his program aided by the supplement with a fair degree of certainty.

Let's Register Early!

With the registration period shortened to one week after classes are scheduled to begin it is most imperative that students register on time. Remember that the minimum for running a class is fifteen students, and unless the class reaches this number by the second week, the chances are that there will no longer be a class.

Don't put off your registration for a favorite course; when you get around to handing in a late registration fee, you may find that cancellation of the course will prevent your taking it.

If you have any doubts as to which class would suit your needs, or curiosity concerning the contents of course of study, bring your problem to the members of the staff who are waiting in their offices to offer any help possible to the student.

Members of the advisory committee are: S. H. Perry, Science, Literature, and the Arts; O. C. Edwards, Engineering; Jerome Jackman, Business.

Large Number of Students Receive Certificates

Extension students who received certificates, 1929, are:

ACCOUNTING

Aldrick AhlbergSt. Paul
Eric AlmSt. Paul
Paul G. Anderson.....St. Paul
Charles BerryMinneapolis
Morris BlumsteinSt. Paul
Sam BongartSt. Paul
Carl R. CarlsonSt. Paul
Roy CouncilmanMinneapolis
Floyd EmersonMinneapolis
Raymond Faribault.....St. Paul
Adrian P. Foss.....St. Paul
Frank A. Gerber.....St. Paul
Esther HainSt. Paul
Edith L. Hanson.....St. Paul
Earl L. HooverSt. Paul
Rose HopfaufSt. Paul
Edward W. JahnkeSt. Paul
Luther W. Knutson.....St. Paul
Charles R. McHughMinneapolis
Roy L. Miller.....St. Paul
Albert OhlanderSt. Paul
Alice M. PearsonMinneapolis
Edwin A. PomplumSt. Paul
LeRoy V. RoseMinneapolis
Einar RothpfefferSt. Paul
Benjamin SandersonSt. Paul
William H. A. SchubertSt. Paul
Clarence SkokSt. Paul
Francis M. Thimmesh...Minneapolis
Eli WienerSt. Paul

FINANCE

Fred H. Allenburg.....Minneapolis
Margaret H. Egan.....Minneapolis
George F. Julicher.....Minneapolis
John M. Kane.....South St. Paul
Edmund Nightingale.....Willernie
John J. TarrasarMinneapolis
Francis M. Thimmesh.....Minneapolis

GENERAL BUSINESS

Sam BongartSt. Paul
George F. FellerSt. Paul
Irving H. M. Johnson.....St. Paul
Rose M. LiedlMinneapolis

MECHANICAL ENGINEERING

David N. GleasonSt. Paul
Frank A. KohoutSt. Paul
Arthur E. Racette.....Duluth

ELECTRICAL ENGINEERING

Arthur E. Hanson.....Minneapolis
Albert KlevgardMinneapolis

CIVIL ENGINEERING

Lawrence I. Hope.....Minneapolis
Reuben W. LawMinneapolis

JUNIOR COLLEGE

Margaret H. Egan.....Minneapolis

"The provision of opportunities whereby adults can learn those things which they are able to learn and which it is for the common good that they should learn is a safe philanthropy and a productive investment for the nation.—Thorndike.

Annual Report Shows Growth

Interesting comparisons and summaries were made by Dr. Price in his annual report last June.

By semesters the number of student registrations for the year 1928-29 is as follows:

	First Semester	Second Semester
Collegiate	3,679	2,775
Business	1,712	1,351
Engineering	884	636

Total 6,275 4,762

Totals of these registrations for the year as compared with the totals for the preceding year, 1927-28, are as follows:

	1927-28	1928-29..
Total Collegiate...	6,297	6,454
Total Engineering	1,354	1,520
Total Business ...	3,124	3,063

Total 10,775 11,037

The net gain for the year 1928-29 was 262 student registrations. Individuals registering for extension classes for the same period were 6,355; 4,863 registered for the first semester and 3,468 for the second. There were 230 more individuals in extension work during the past year than there were in 1927-28.

Short Courses Serve Many

By the conducting of a number of short courses not only on the campus proper but also throughout the state, the General Extension Division was able to serve 1,859 residents of Minnesota.

It is interesting to note that almost half of this number was made up by the Institutes of Merchandising conducted by Mr. Koch in the spring months of 1929. Mr. Koch met and talked to 996 merchants throughout the state in conducting these institutes.

First Junior College Certificate

We are very proud to announce the granting of the first Extension Certificate for the completion of Junior College work to Miss Margaret Egan of Minneapolis.

Such a certificate carries with it the recognition of two full years of college work, and the meeting of the various group requirements in accordance with the ruling of the College of Science, Literature, and the Arts of the University of Minnesota.

New Reading Courses

The Pre-School Child and *The Whole Child* are the subjects of two reading courses recently prepared by the Federal Bureau of Education. The following courses previously offered have been revised: *The World's Literary Bibles*, *Great Literature*, *Twenty Good Books for Parents*, *Agriculture and Country Life*, and *Forty Books for Boys and Girls*. These courses may be obtained from the General Extension Division.

SUPPLEMENT TO
The Interpreter

**TENTATIVE SCHEDULE OF CLASSES
FOR MINNEAPOLIS AND ST. PAUL**

**First Semester, 1929-30—Afternoon and Evening
Beginning Week of September 30—Closing Week of February 1**

(This schedule is subject to change without notice. Prospective students, before registering, should consult the final schedule, which will be issued about September 5.)

**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, 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 completed, 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.

CONDITION EXAMINATIONS will be conducted at the convenience of the instructors. Students having conditions 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 \$1.00 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 failure as the instructor may direct.

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.

A course cannot be cancelled or added to a student's program without the approval of the Students' Work Committee. Students who stop attending a class without having it officially cancelled will receive a failure in the course, and likewise will receive no credit for a course that is taken, if the student is not properly registered for that course. The failure of the instructor to receive a class card is usually an indication that the registration for the course is not correct. To adjust these matters the students should consult the Students' Work Committee.

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, October 5, 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 places 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
Anatomy				History			
4 Physical Education	M,T,7:30	Campus Anatomy, 304	Erdman	7 American History I	M4:15	St. P. Y.W.C.A.	Perry
Animal Biology (See Zoology)				7 American History I	M8:05	Campus Folwell, 205	Tyler
Art (See Art under Engineering Classes also)				1 Modern World I	T8:05	St. P. Court House, 211	Mudgett
Art Ed. 1 Fundamental Principles of Design I	T7:15	Mpls. West High, 215	Hanley	1 Modern World I	Th8:05	Campus Folwell, 205	Mudgett
Art Ed. 7 Sketching (2 cred.)	M4:15	Campus Old Physics, 10	Hanley	84 Introduction to Economic History	Th6:20	Campus Folwell, 205	Mudgett
Art Ed. 33 Bookbinding (2 cred.)	T7:30	Campus Old Physics, 10	Ross	84 Introduction to Economic History	T6:20	St. P. Court House, 211	Mudgett
Astronomy				101 French Revolution	M8:05	St. P. Court House, 311	Perry
11 Descriptive Astronomy	T7:30	Campus Folwell, 124	Beal	101 French Revolution	W7:00	Mpls. Public Library	Perry
11 Descriptive Astronomy	W7:00	St. P. Public Library, 5	Crump	Home Economics			
Business Law (See also under Business Classes)				3 Textiles	W4:00	Mpls. Voel. High, 102	Caplin
*51 Bus. Law A (Contracts & Agency)	M6:20	St. P. Court House, 211	Jackman	3 Textiles	W7:00	Mpls. Voel. High, 102	Caplin
*51 Bus. Law A (Contracts & Agency)	M8:05	St. P. Court House, 211	Jackman	13 Clothing Planning and Construction B	F7:00	Mpls. Voel. High, 102	Little
*51 Bus. Law A (Contracts & Agency)	T6:20	Campus Sch. of Bus., 102	Jackman	Journalism			
*51 Bus. Law A (Contracts & Agency)	W6:20	Campus Sch. of Bus., 102	Jackman	13 Introduction to Reporting	W7:30	Campus School of Bus., 6	Steward
*52 Bus. Law B (Sales & Negotiable Instruments)	M6:20	St. P. Court House, 318	Chapin	13 Introduction to Reporting	W7:30	St. P. Court House, 311	Kildow
*52 Bus. Law B (Sales & Negotiable Instruments)	T8:05	Campus Sch. of Bus., 102	Jackman	Mathematics (See also under Engineering)			
*53 Bus. Law C (Partnership & Corporation)	M8:05	St. P. Court House, 318	Rumble	7 College Algebra I	T7:30	St. P. Mech. Arts H.S.	Dow
*53 Bus. Law C (Partnership & Corporation)	T6:20	Campus Sch. of Bus., 6	Palmer	7 College Algebra I	T7:30	Campus Main Eng., 104	Teeter
*54 Bus. Law D (Property & Wills)	Th6:20	Mpls. Court House, 324	Bardwell	6 Trigonometry I	M7:30	Campus Main Eng., 104	Wilcox
Chemistry				6 Trigonometry I	W7:30	St. P. Mech. Arts H.S.	Dow
9ex } General Inorganic Chem. (\$17.00)		Campus Chem., 315T	Geiger	30 Analytical Geometry I	T7:30	Campus Main Eng., 5	Wilcox
‡ } The Non-Metals (5 cred.)	TTh7:30	Campus Chem., 210Th		50 Differential Calculus I	T6:30	Campus Main Eng., 106	Edwards
1ex } Quantitative Analysis (\$17.00)		Campus Chem., 310T	Geiger	51 Integral Calculus I	T8:00	Campus Main Eng., 106	Edwards
‡ } Gravimetric (5 cred.)	TTh7:30	Campus Chem., 315Th		51 Integral Calculus I	W4:00	St. P. Y.W.C.A.	Edwards
‡1 Organic Chemistry (\$25.00)	T7:30	Campus Chem., 325T	Lauer	*106 Differential Equations I	T8:00	Campus Main Eng., 104	Teeter
	Th7:30	Campus Chem., 390Th			Mathematics for Teachers (course to be selected)	Th4:00	St. P. Y.W.C.A.
Note: (Above classes marked ‡ require a breakage deposit fee of \$5.00 payable at Chemistry Department, unused portion to be returned.)							
Child Welfare				Medicine (See also under Preventive Medicine and Public Health)			
C.W.I. 40 Child Development and Training	T7:30	Campus Inst. Child Welf.	Faegre	6 Plate Reading	T6:00	University Hospital	Rigler
C.W.I. 40 Child Development and Training	M4:30	St. P. Public Library, 5	McGinnis	Music			
Economics				4(a) Harmony I	T6:20	Campus Music, 103	Malcolm
6 Principles of Economics I	W 6:20	St. P. Court House, 206	Myers	4(c) Harmony III	M6:20	Campus Music, 103	Malcolm
6 Principles of Economics I	Th8:05	Campus Sch. of Bus., 102	Graves	Ear Training and Solfeggio	W6:20	Campus Music, 103	Kendall
7 Principles of Economics II	T6:20	St. P. Court House, 206	Myers	Nature Study			
14 Elements of Statistics	Th6:20	Campus Sch. of Bus., 102	Graves	1ex Sources and Methods for Nature Study	T4:00	Mpls. West High, 215	Hall
85 Economics of Retailing	Th7:30	St. P. Court House, 311	Vaile	2ex Field Course in Nature Study	S9:00	Campus Animal Biol., 201	Tillisch
166 Contemporary Economic Problems	Th8:05	St. P. Court House, 206	Myers	Parliamentary Law			
For additional courses in Economics see under Business classes. For Economic History, see under History.							
English (See courses under Speech also)				Philosophy			
1 Freshman Literature I	M6:20	Campus Main Eng., 136	Jones	3 Problems of Ethics	M7:30	Campus Folwell, 322	Wilde
1 Freshman Literature I	W8:05	St. P. Court House, 306	Hotson	1ex Introduction to Philosophy	T7:30	Campus Folwell, 322	Conger
2 Freshman Literature II	M8:05	Campus Main Eng., 136	Jones	Physics (See Engineering Classes)			
3 Freshman Literature III	W8:05	Campus Main Eng., 136	Jones	Preventive Medicine and Public Health			
4 Composition IV	M8:05	Campus Folwell, 226	Hursley	53 Elements of Preventive Medicine	M7:30	Campus Millard Hall, 129	Diehl
4 Composition IV	T6:20	Campus Folwell, 204	del Plaine	57 Health of Infant and Pre-School Child	W7:30	Campus Millard Hall, 129	Boynton
4 Composition IV	W6:20	Campus Folwell, 204	Appel	62 Principles of Public Health Nursing	T7:30	Campus Millard Hall, 214	Butzerin
4 Composition IV	M6:20	Campus Folwell, 204	Hotson	63 Special Fields in Public Health Nursing	M7:30	St. P. Public Library, 5	Butzerin
4 Composition IV	Th6:20	St. P. Court House, 313	Hotson	Psychology			
4 Composition IV	W6:20	St. P. Court House, 313	Christie	1 General Psychology I	T6:20	St. P. Court House, 313	White
5 Composition V	M6:20	Campus Folwell, 226	Hursley	1 General Psychology I	M8:05	Campus Folwell, 125	White
6 Composition VI	W6:20	Campus Main Eng., 136	Jones	1 General Psychology I	W6:20	Campus Folwell, 125	White
6 Composition VI	T6:20	Campus Folwell, 226	Appel	1 General Psychology I	Th8:05	Campus Folwell, 125	White
6 Composition VI	Th8:05	St. P. Court House, 313	Beers	‡1, 2 General Psychology I, II	M6:20	Campus Folwell, 125	White
11 Description	F7:30	St. P. Court House, 206	Hotson	3 Psychology Applied to Daily Life	Th6:20	Campus Folwell, 125	White
12 Narration	Th7:30	Campus Folwell, 204	Hessler	3 Psychology Applied to Daily Life	T8:05	St. P. Court H., 313	Williamson
22a Introduction to Literature	T8:05	Campus Folwell, 201	Hotson		W8:05	Campus Folwell, 125	Williamson
22b Introduction to Literature	T6:20	Campus Folwell, 201	Hotson	‡ 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. Fee \$10.00 per course.			
55 Shakespeare I	M7:00	St. P. Public Library, 6	Hillhouse	Note: (For Educational Psychology, see this heading under Education classes.)			
55 Shakespeare I	W7:30	Campus Folwell, 212	Nichols	Public Speaking (See classes under Speech)			
69 Browning and Tennyson	W7:30	Mpls. Vocat. High, 312	Powell	Romance Languages			
69 Browning and Tennyson	T4:30	St. P. Public Library, 5	Powell	French			
73 American Literature I	T7:00	St. P. Public Library, 5	Nichols	1 Beginning French I	W8:05	Campus Folwell, 124	Clepton
119f Advanced Short Story Writing	M6:20	Campus Folwell, 307	Phelan	1 Beginning French I	T7:00	St. P. Marshall Jr. High	Owens
155 The American Novel	T8:05	Campus Folwell, 204	McDowell	3 Intermediate French I	T7:30	Campus Folwell, 124	Sirich
Geography				5 French Reading for Graduate Students (No credit)	T6:20	St. P. Marshall Jr. H.	Borglum
51A Human Geography I	W7:30	Campus Old Library, 103	Davis	20 Elementary French Conversation and Composition I	M6:20	Campus Folwell, 205	Guinotte
51 Geography of North America	T7:30	Campus Old Library, 103	Davis	Spanish			
41A Geography of Commercial Production I	Th7:30	St. P. Pub. Library, 5	Hartshorne	1 Beginning Spanish I	M7:00	St. P. Marshall Jr. H.	Le Fort
German				1 Beginning Spanish I	M7:30	Mpls. West High, 238	Olmsted
13 Beginning German I	M6:20	Campus Folwell, 207	Kroesch	3 Intermediate Spanish I	M6:20	Campus Folwell, 201	Ariona
2a Intermediate German I	T7:30	Campus Folwell, 207	Wangness	30 Commercial Spanish	W7:30	Campus Folwell, 201	Le Fort
3a Rapid Reading I	W6:20	Campus Folwell, 207	Davies				
13 Elementary Conversation I	Th6:20	Campus Folwell, 207	Davies				
17 German for Graduate Students (No credit)	M7:30	Campus Folwell, 212	Lussy				
Greek (In English)							
1 Beginning Greek	T7:00	Campus Folwell, 212	Savage				
54 Greek Literature and Life	F7:00	Mpls. Public Library	Savage				

Engineering Classes—Continued

SUBJECT	TIME	PLACE	INSTRUCTOR
Chemistry (Also listed under Science, Literature, and the Arts Classes)			
9ex { General Inorganic Chem. (\$17.00)		Campus Chem., 315T	Geiger
{ The Non-Metals (5 cred.)	T, Th 7:30	Campus Chem., 210Th	
1ex { Quantitative Analysis (\$17.00)		Campus Chem., 310T	Geiger
{ Gravimetric (5 cred.)	T, Th 7:30	Campus Chem., 315Th	
31 Organic Chemistry (\$25.00)	T 7:30	Campus Chem., 325T	Lauer
	Th 7:30	Campus Chem., 390Th	

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

Civil Engineering

51 Highways and Pavements I	W 7:30	Campus Exp. Eng., 215	Lang
31 Structural Design I	T 7:30	Campus Main Eng., 201	Darrell
*141 Elementary Reinforced Concrete	F 7:30	Campus Main Eng., 201	Darrell
11 Plane Surveying	T 7:30	Campus Main Eng., 215	Cutler
143 Advanced Reinforced Concrete	W 7:30	Campus Main Eng., 227	Wise
129 Hydraulics I	F 7:30	Campus Exp. Eng., 110	Barker
146 Concrete and Concrete Materials	W 7:30	Campus Exp. Eng., 110	Hughes

Electrical Engineering

111 Direct Current Machinery I (Elementary Electricity)	W 7:30	Campus Elec. Eng., 138	Hartig
112 Direct Current Laboratory I (Experimental Electricity)	T 7:30	Campus Elec. Eng., 107	Todd
*121 Alternating Currents I	T 7:30	Campus Elec. Eng., 237	Johnson
122 Alternating Currents Lab. I	Th 7:30	Campus Elec. Eng., 107	Kuhlman
66 Radio Communication I	Th 7:30	Campus Elec. Eng., 339	Bartholomew
81ex Electrical Instruments & Meters	M 7:30	Campus Elec. Eng., 138	Todd
234 Electrical Machine Design	M 7:30	Campus Elec. Eng., 107	Kuhlman

Engineering Drawing

1 Elementary Mechanical Drawing I	Th 7:30	Campus Main Eng., 201	French
15 Structural Drafting I	Th 7:30	Campus Main Eng., 201	French
45 Teacher Drawing Course	Th 7:30	Campus Main Eng., 201	French
46 Mechanical Drawing (for women)	Th 7:30	Campus Main Eng., 201	French
*48 Plan Reading	Th 7:30	Campus Main Eng., 201	French
31 Advanced Mechanical Drawing	W 7:30	Campus Main Eng., 101	Herrick
35 Machine Design I	W 7:30	Campus Main Eng., 101	Herrick
1 Elementary Mechanical Drawing I	M 7:30	St. P. Mechanic Arts High	Dow
1 Elementary Mechanical Drawing I	Th 7:30	St. P. Hoist & Derrick	Herrick
31 Advanced Mechanical Drawing I	Th 7:30	St. P. Hoist & Derrick	Herrick

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

*1ex Shop Mathematics I	M 7:00	Campus Main Eng., 106	Edwards
9 Shop Mathematics III	M 8:00	Campus Main Eng., 107	Edwards
11 College Algebra I	T 7:30	Campus Main Eng., 104	Teeter
11 College Algebra I	T 7:30	St. P. Mechanic Arts High	Dow
12 Trigonometry I	M 7:30	Campus Main Eng., 104	Wilcox
12 Trigonometry I	W 7:30	St. P. Mechanic Arts High	Dow

Mathematics—Continued

13 Analytical Geometry I	T 7:30	Campus Main Eng., 5	Wilcox
24 Differential Calculus I	T 6:30	Campus Main Eng., 106	Edwards
25 Integral Calculus I	T 8:00	Campus Main Eng., 106	Edwards
25 Integral Calculus I	W 4:00	St. P. Y.V.C.A.	Edwards
*151 Differential Equations I	T 8:00	Campus Main Eng., 104	Teeter
11ex Steinmetz Engineering Mathematics	T 9:00	Campus Main Eng., 106	Edwards

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	T 7:30	Campus Main Eng., 107	Brooke
129 Hydraulics I	F 7:30	Campus Exp. Eng., 110	Barker
146 Concrete and Concrete Materials	W 7:30	Campus Exp. Eng., 110	Hughes
11ex Materials of Engineering	Th 7:30	Campus Exp. Eng., 110	Priester

Mechanical Engineering

166 Refrigeration	Th 7:30	Campus Mech. Eng., 202	Nicholas
1ex Metallography & Heat Treatment of Iron and Steel	W 7:30	Campus Sch. of Mines, 111	Harder
150 Gas and Oil Engines	Th 7:30	Campus Exp. Eng.,	Robertson
*42 Boiler Room Practice	M 7:30	Campus Mech. Eng., 202	Martens
*153 Heating and Ventilating	F 7:30	Campus Mech. Eng., 202	Martens
82 Steam Engine & Power Plant Testing	W 7:30	Campus Exp. Eng.	Shoop
137 Fuels and Their Combustion	F 7:30	Campus Exp. Eng.	Shoop
171 Production Factors	M 7:30	Campus Mech. Eng., 102	Shipley
1ex Foremanship	T 7:30	Campus Main Eng., 7	Ridpath
1ex Foremanship	F 7:30	St. P. Mechanic Arts	Ridpath

Structural Engineering

31 Structural Design I	T 7:30	Campus Main Eng., 201	Darrell
*141 Elementary Reinforced Concrete	F 7:30	Campus Main Eng., 201	Darrell
143 Advanced Reinforced Concrete	W 7:30	Campus Main Eng., 227	Wise
129 Hydraulics I	F 7:30	Campus Exp. Eng., 110	Barker
146 Concrete & Concrete Materials	W 7:30	Campus Exp. Eng., 110	Hughes

Physics

†50ex Practical Physics I	W 7:30	Campus New Physics, 133	Bleakney
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NOTE: 1. Courses marked with a star (*) require a \$1.00 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 \$3.00 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.

NOTE 4. Extension courses in Engineering carry credit toward a degree in the College of Engineering and Architecture only as a result of the comprehensive examination conducted by that college.

WHERE TO REGISTER

MINNEAPOLIS: 402	Administration Building, University of Minnesota, (Campus)	Dinsmore 2760, Thomas A. H. Teeter, Acting 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.

From September 23 to September 28 the offices will be open from 8:30 a.m. to 6:00 p.m. From September 30 to October 5 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. (Saturday till 12 m.) Last day for registration without payment of privilege fee, October 5, 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.

REGISTER EARLY.—Do first rate work and gain the satisfaction of something well done.

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, 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 PROGRAM

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.

FOOTBALL TICKETS

THE STUDENT PRIVILEGE BOOK is a book of coupon tickets issued by the Senate Committee on Intercollegiate Athletics which admits to all intercollegiate events except swimming. It is a privilege book, and consequently the privilege may be denied to any student who violates any of the conditions under which the book is issued.

WHO MAY PURCHASE.—Any student enrolled in any department of the University including graduate, extension, etc., whether regular or special, who presents a receipted fee statement at the time of the ticket sale for a course of study running concurrent with the time for which the ticket is issued, is entitled to purchase one ticket, if single, or two tickets if married. The privilege does not extend to any other members of the family under any circumstance.

THE PRICE of the privilege book is \$3.00. This gives the student admission to approximately 45 events including football at a rate of about twenty cents for each event.

WHERE PURCHASED.—The ticket sale begins freshman week each year and ends the day before the first game (Friday, October 4). The sale is conducted at the ticket booth in the Administration Building, and at the downtown office in both Minneapolis and St. Paul of the Extension Division. Extension students are expected to make their ticket purchase through the office at which they are registered. They must appear in person, with fee statement. If the student is buying an additional ticket for husband or wife, the husband or wife must also be present at the time the ticket is purchased, for the purpose of photographic identification.

SEAT LOCATION.—At football games every seat is reserved, the location in the student section being determined by lottery. Groups of students may sit together by following the instructions given at the time the ticket is purchased. Non-students cannot sit in the student section, nor can holders of the privilege ticket sit outside the student section. For all events other than football the admission is to an unreserved section and it is possible for students to sit with non-students.

CANCELLATION OF REGISTRATION—REFUNDS.—The privilege ticket extends only to students and consequently it becomes void the moment an individual ceases to be a student in the University, whether by cancellation of registration, expulsion, or in any other manner. The ticket is not transferable and cannot be resold, nor can the purchase price be refunded after the ticket has been used for any event. As soon as the ticket has been used for a single event, it becomes impossible to refund for unused tickets in the book.

LEADERSHIP OF DEMOCRACY

By STANLEY H. PERRY, General Extension Division

Democracy appears to have fallen upon evil days. A quarter of a century ago it appeared that the world-wide democratic wave that had been rolling up for more than three centuries was destined to engulf the whole world. In the midst of the World War the goal of world democracy appeared to be near attainment. "Making the world safe for democracy" became the slogan of the day. With the moral relapse following the war, and the economic and social upsets that came in the train of the peace settlement, things seemed greatly changed. Instead of a democratic government, Russia adopted the Bolshevik régime, which is as autocratic as the Czarist absolutism itself. Other states of the Old World found the temporary solution of their problems, not in democracy but in dictatorships. The rule of the Bolsheviks in Russia, and of Mussolini in Italy are very nearly the negation of democracy.

The losses suffered by democracy in this way are not, however, the only losses. While this has been happening, the older more or less democratic powers have been having troubles of their own. Due to the factional difficulties, that have disrupted the older party lines, and to the inability of the democratic leaders to solve the economic and social problems of the post-war times, dissatisfaction with the democratic institutions has grown by leaps and bounds.

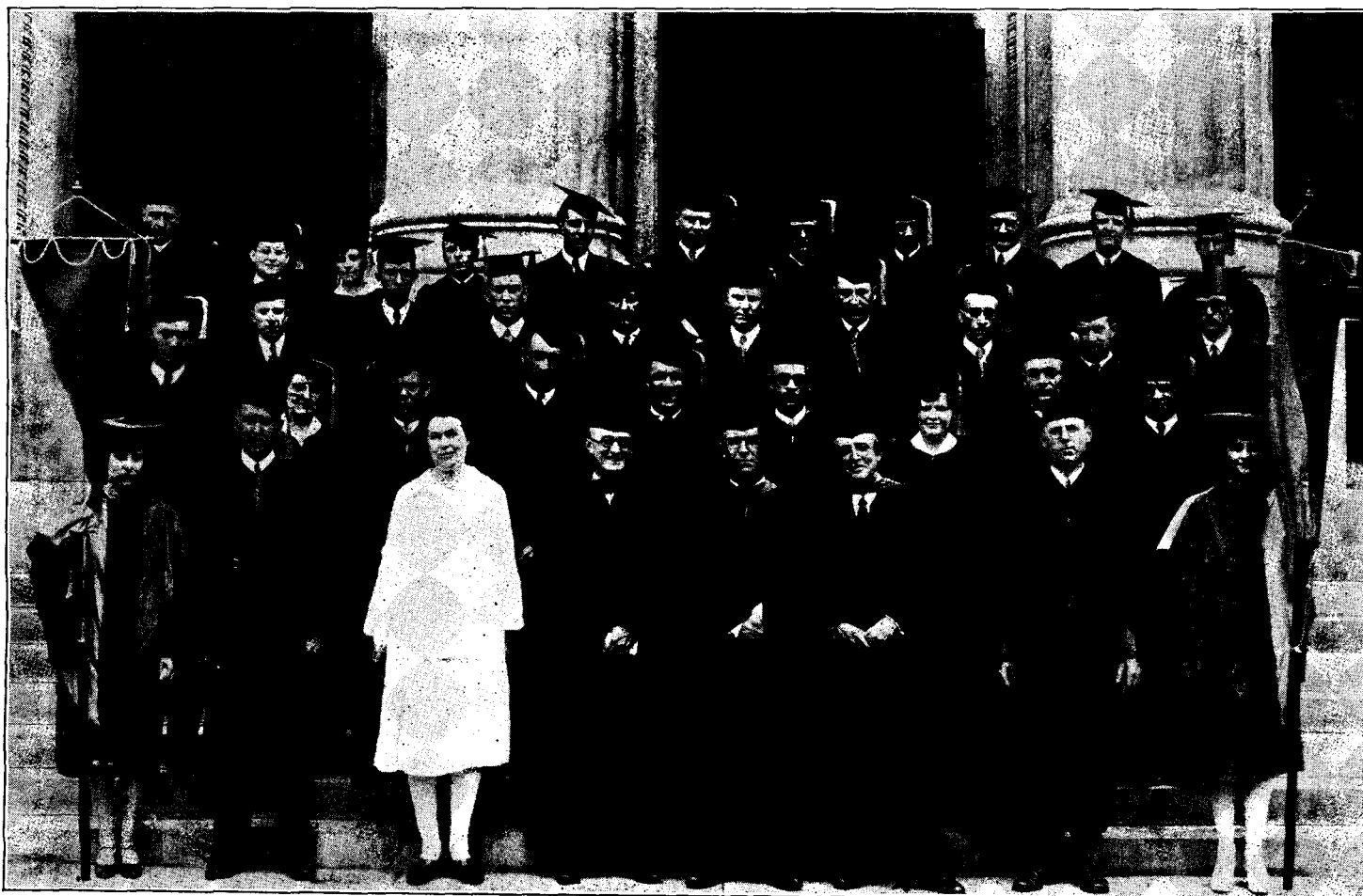
Two great difficulties always apparent to the student of democratic government have shown themselves to even the casual observer of public affairs. The first of these is the mob rule tendency in democracy, that results in the leadership of the least intelligent element in the community. The result of this is virtually to place the power in the hands of the ruler of the mob, the demagog, with his plausible half truths, and his dominating self-interests.

The second difficulty in democratic government is closely related to the first. Only high minded, intelligent leadership can possibly answer the needs of the time. It is not enough to raise the general level of education, to educate the masses. Experience has shown that this method is too slow, and is of doubtful value as a real solution. After all even in democratic government it is the leaders that in the last analysis rule. The question apparently, therefore, resolves itself into the problem of what sort of men shall lead.

In our day men of talent have been in increasing numbers leaving the field of public affairs, and devoting themselves to the newer and apparently more intriguing fields of science, industry, and business. The result has been a decline in the calibre of political leadership, and the leadership of the quality. In a day of such complexity as the one in which we live,

(Continued on page 4)

GROUP PRESENTED AT JUNE COMMENCEMENT



Front Row—Elsie Sidney, Floyd Emerson, Mellie R. Phillips, Richard R. Price, T. A. H. Teeter, O. C. Edwards, Edward William Jahnke, Clara Juergens.

Second Row—Arthur E. Hanson, Rose Marcella Liedl, John J. Tarrasar, Charles Russell McHugh, Raymond Faribault, Arthur A. Racette, Edith Leola Hanson, LeRoy V. Rose, Morris Blumstein.

Third Row—Adrian P. Foss, Aldrick Ahlberg, Albert Klevgard, Sam Bongart, Edmund Nightingale, Frank A. Gerber, George F. Julicher, Benjamin Sanderson, Reuben W. Law.

Fourth Row—Frank A. Kohout, Eli Wiener, Rose Hopfauf, Paul G. Anderson, William H. A. Schubert, Earl L. Hoover, David N. Gleason, Luther William Knutson, Charles Berry, Roy Louis Miller, Irving Howard Maurice Johnson.

Standard bearers not receivers of certificates.

"REQUIESCAT IN PACE"

By a Student in Composition

This is an obituary. It is the story of a town that was, but is no more. If you will take a pencil, and follow the Minnesota river southeast to where it makes a bend to the northeast, on the south side of the curve you will find the spot where once stood the thriving little town of South Bend. Now two or three old store buildings, and large grass-covered holes are all that remain of the prosperous little village.

South Bend was founded in November, 1853, by Samuel Humberson, captain of the steamboat "Clarion," one of the fifty steamboats which passed up and down the river from Fort Ridgley and St. Paul, bringing in settlers and taking out the crops.

Samuel Humberson's idea was to found a town which would take the western trade away from Mankato, and furnish a more convenient disembarking point for the incoming settlers.

The idea was successful for ten years. In the years 1854 and 1855 lots sold as high as five hundred dollars each. Four or five stores were built. One of these, Eckstrom and Brown, had the largest trade for miles about. This building is still standing, but it is now used as the town hall of South Bend township. Another building which is still standing is the old Welch church. A former instructor of mine, whose first vocation was that of a clergyman, preached there every summer while filling a parish at a neighboring town. He tells me that the table still in use in the church is the same one at which many of the members of the Second Minnesota infantry signed their names when enlisting for the Civil War.

Two mills were built at South Bend, one used for grinding grain and sawing logs, the other for grain only. Blacksmiths and carpenters, wagonmakers and merchants found work here. The professions, theology, medicine, and law, sent their representatives. Three or four saloons were built, for there was always plenty of liquor in these early pioneer towns. A three-story hotel was built in 1857, and opened with a grand ball, thus assuring the social as well as the industrial future of the town.

During the trouble with the warring Sioux Indians in 1862, South Bend was a military post, and here it was that General Flandreau made his headquarters. After the massacre at New Ulm, the remaining settlers fled to South Bend and the inhabitants held great baking bees and barbecues for their unfortunate neighbors.

Everything seemed to indicate a rapid and constant growth in population and prosperity.

Then the Omaha road, coming down from the Twin Cities to Sioux City and

Omaha, chose Mankato for its station. The steamboat trade was withdrawn from South Bend, settlers passed on to Mankato, and the town literally starved to death. Houses and places of business were gradually evacuated. The last store to be kept was one owned by a Mr. Davis, who sold both the hotel and the store for almost nothing to an unscrupulous unknown, who, it is said, burned them down one night for the insurance, but had to flee from the country before he could collect.

Now just three miles to the north lies the city of Mankato, started just one year before South Bend, and now boasting of a population of about fifteen thousand. It is full of beautiful residences, and is the home of one of our State Teachers' Colleges. Mankato is an "Is Now," and South Bend a "Has Been," and all because the Omaha road decided to build its station at Mankato.

Completes Reading Course

The first Home Reading Course certificate has been granted to P. F. Loewen of Red Lake Falls.

Mr. Loewen received the certificate upon the completion of the U. S. Bureau of Education Reading Course, "The World's Great Literary Bibles."

Public Health Lectures

A short course of Public Health Lectures will be conducted by the Extension Division from September 9 to December 4. Two sections will be held, one at St. Joseph's Nurses' Home in St. Paul, and the other in the Auditorium of the Botany Building, University Campus.

The series of lectures will be given by many well known figures in the field of public health work. The first lecture will be given by Dr. Diehl, Director of the Health Service at the University, who will be followed by Miss Ruth Houlton, of the Visiting Nurses' Association of Minneapolis.

(Continued from page 3)

this is not enough. In point of fact it has never been enough. We need today the best talents at our disposal for the solution of public problems. Trained leadership is the only answer. A world in which the necessity for special training is recognized in every field except the political is out of joint. With the complex problems of economic interest and of social import clamoring for solution it seems the height of folly to turn over the powers of the state to men untrained in the great questions of the day. Small wonder democracy has fallen on evil days.

Why not face the issue clearly and admit that the public business is as im-

portant and as much a specialty as science or industry? Why not schools of public administration as well as schools of business and science?

(Continued from page 1)

to that type of extramural adult education which is of university grade, and that it should be confined to students whose training and native intelligence qualify them as students of university calibre. Those who cannot qualify now have splendid opportunities to raise their qualifications in the public evening schools, sub-freshman correspondence courses and other preparatory devices of this type.

We do not mean to imply that all other extramural activities ought to be abandoned by the University. We are merely endeavoring to distinguish sharply between those activities which might properly lead to a University degree and those activities which though meritorious in themselves, might be thought to be improperly called University Extension. Indeed we hope some day to see a separate and distinct classification of Extension activities with a nomenclature that will make clear the distinction between degree courses and non-degree courses in extension work.

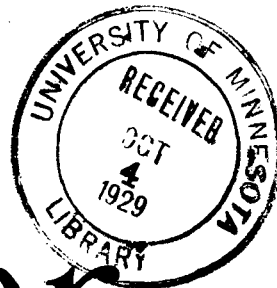
At the University of Minnesota, we try to see that the methods of enrollment and the type of students enrolled are such as to establish University Extension as an educational service comparable to that prevailing on any campus. In general, it is now so recognized.

Such a policy is the only one consistent with university standards and ideals and the only one that commands the full recognition and respect of the leading educators.

"Adults can learn rather easily and rapidly, and probably could learn much more than they do."—Thorndike.

Entered as second-class matter, October 2, 1925,
at the postoffice at Minneapolis, Minn., under the
Act of August 24, 1912.

Frederick C. White



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VOL. IV

OCTOBER, 1929

No. 2

THE SCOPE OF EXTENSION

By ALTA J. JONES

Instructor in English, Extension Division, University of Minnesota

ALMOST all of the great leaders of the extension movement have attempted not once, but many times, to define exactly the extent and limits of adult education. Most of us interested bystanders have settled at last to the idea

that it is any kind of instructive and constructive work which we attempt to pursue after our regular and formal school years are definitely ended. At least it is sure enough and safe enough to say that an extension division of a university aims to carry on a d u l t education.

When one considers the innumerable branches which an extension division has, he gathers some idea of the extent of adult education.

Those who attend night school classes unconsciously limit the work of extension to the teaching and attending of such courses; those who carry on their instruction through the correspondence study tend to think that that is all, or at least the biggest part of extension work; in like manner, clubs pursuing courses of study, audiences listening to lecturers sent out by the community service, technicians attending short courses at the university or in towns throughout the state, all will tell you that they are receiving instruction through the extension division of the university, but they cannot tell you just how far and in how many different ways this instruction is extending.

In actuality all of these projects, and many others beside, are a part of the work of extension. We might compare it to a great tree, having myriads of branches, all coming from the same strong, gnarled trunk, and having roots deep in the rich soil of all knowledge, from whence these branches draw their health and sustenance.

Professor A. E. Heath, of the University of Bristol, is quoted as saying that liberal education was determined by the early Greeks and the scholars of the Middle Ages in its character according to the current conditions of life. "May it not be worth while," asks Professor Heath, "to approach the question of a liberal education at the present time from the point of view of our present conditions?"

And it is these present conditions which have determined the character of extension education. It is current conditions which make possible the creation and successful carrying out of such projects as the Yale Chronicles of America Series; home study programs bringing intimate knowledge of old china, glassware, and art collections; health education programs for both children and adults; institutes in merchandising, in medicine, in electricity; library service in books and plays; short courses in camp leadership, in social service, in school problems.

Likewise, because these various projects

"Adult education, as expressed and visualized today, proceeds upon the basis that time spent by children and youth in formalized schooling and daily experience, under modern conditions, is insufficient for adults. It assumes that men and women who are primarily employed in vocational pursuits possess supplemental and sustaining interests in their continued improvement. It interprets graduation from any sort of schooling as commencement of opportunity for mature personal development. . . . Adult education emphasizes need and desire, not age, as fundamental in education and seeks to impress upon public consciousness the basic idea of continuous mind expansion and adjustment necessary for personal growth and social progress."—T. H. SHELBY, Dean of Extension, University of Texas.

are so much the product of current needs and thought, they are ever changing, ever adding a new thing as the times demand it. With so many agencies, each one the result of a definite demand, extension is bound to be near to the thoughts and desires of a great number who clamor for education.

Yet, how many times has the professor, teaching in night school thought, "If only I could offer such and such a course, the child of my leisure hours! Into it I could put all of the practical things that these students who do work in the world really ought to know. But the great difficulty is that they would come to me with the question 'Can I get credit for it?' And that would be the end of the course." Until the people who want education through the channels of adult education are willing to take it for the actual personal benefit which they derive from it, and not for the credit which they can get for the said education, the ideal has not been reached.

T. H. Shelby, Dean of Extension at the University of Texas, says: ". . . the individual among us who does not see life relations through his studies either has not studied deeply enough, or his studies are, for him at least, being conducted in unprofitable and useless fields."

It is amazing to find how large is the number of illiterates in this country of free education. And the surprising thing about it all is that in a survey conducted recently by a social service group in Los Angeles, it was found that the larger percentage of these people were not foreigners, but native Americans. Why, with education offered them at every corner, not only when they are young, but all through life, do people neglect education? It is a surprising case of one time when something which is free needs high pressure salesmanship to interest the public in it.

Here is a public utility, controlled in all its phases by the needs and desires of the people. From them it grew, and with their support, it will continue to grow.

The Interpreter

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Richard R. Price - - - - - Director

Advisory Committee

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

Alta J. Jones - - - - - Editor

OCTOBER, 1929

Dr. William Watts Folwell

Dr. William Watts Folwell, first president of the university, died at his home in Minneapolis, Wednesday, September 18. Dr. Folwell was 96 years old and had taken an active interest in his writings and other work until a few months before his death. He had recently published a History of Minnesota, and was working on another historical work at the time of his death.

The Extension Division, as a part of the university which Dr. Folwell did so much to develop, mourns the passing of Minnesota's "grand old man." Dr. Folwell's memory will always be revered by a host of people who admired the man.

Please Note

Those students who registered for INTRODUCTION TO LITERATURE last semester and intend to follow up the course should take note of the fact that the continuation course is meeting Tuesdays at 6:20 in Room 201, Folwell Hall. Through a misprint in the schedule this time was given to Introduction to Literature 22b instead of 21b.

Students who wish to begin this course should register for 22a, as any two consecutive quarters of the subject are sufficient for credit.

Mathematics and Electricity

Something new and quite different from the usual mathematics course is promised by Professor Edwards in "Steinmetz Engineering Mathematics," meeting on Tuesdays at nine o'clock in the Main Engineering Building.

The course is a study of transient phenomena in electricity and studies mathematics applied directly to electricity. Mr. Edwards tells us that it is not algebra, calculus, trigonometry, or any one other mathematics. However, these are required for entrance to the course.

Perry's Article Receives Comment

In the September number of the INTERPRETER an article by Professor Perry entitled "Leadership in Democracy" was published. Recently this same work was quoted by the St. Paul Dispatch under the heading, "Democracy Suffers Decline, Minnesota Professor Declares."

Art Moderne in Extension Division



Have you seen this?

It is the cover design for a pamphlet giving information concerning the new course in Railway Traffic, and we think it most expressive.

The course is designed to furnish practical training in the handling of traffic from the viewpoint of the shipper as well as the transportation company.

Ask at the offices of the Extension Division for the folder containing full information concerning this certificate course.

Conditions and Incompletes

Students who received conditions or incompletes during the past year are reminded of the following ruling:

"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."

Course in Retail Credits

A class in Retail Credits, meeting Mondays on the university campus, Room 202, School of Business Administration, from September 30 to January 27, seems to be holding the spotlight for those interested in the retail business.

A group of the best known credit men in the Twin Cities are assisting Mr. E. A. Heilman, Associate Professor of Accounting, who is in charge of the course and who will conduct half the sessions of the class. A list of lecturers and their subjects follows:

"The Work of the Credit Man," Mr. Gill, The Emporium.

"Operations of the Credit Bureau," Mr. Gilfillan, Minneapolis Credit Exchange.

"Collection Methods," Mr. Walker, Mutual Credit Exchange, St. Paul.

"Methods of Opening and Closing Accounts," Mr. Hoklas, Young-Quinlan's.

"Credit Limits," Mr. Solon, Dayton Company.

"Legal Background of Credit," Mr. Clemans, The Golden Rule.

"Collection Correspondence," Mr. Thrush, Dayton Company.

Mr. Carr, The Standard Clothing, and Mr. Traynor, of Cardozo's will also lecture.

This class is one of the required subjects for the sequence in Retail Credit which, upon the completion of forty-five credits, entitles the student to a certificate. A folder may be obtained at the offices which outlines the entire course.

Arctic Explorer To Lecture

H. B. Gislason, head of the General Extension Lecture and Lyceum Bureau, assures us that the names appearing on the list of lecturers for this season are imposing ones. To begin with, he tells us that the world famous Arctic explorer, Vilhjalmur Stefansson, will give a series of lectures under the auspices of the General Extension Division.

Coming recently from Cambridge University, England, where he lectured most successfully, Mr. Stefansson will appear at two regional divisions of the Minnesota Educational Association, one at Thief River Falls, Oct. 18, and another at Virginia, Oct. 19. He will speak at the State Normal School, Springfield, South Dakota, Oct. 23, at Minneota, Minnesota, October 21, and at the South Dakota State Teachers Association at Rapid City, November 27. During the months following he will spend some days at the University of Minnesota and at the State Teachers Colleges.

Late Registration Fee

Once again THE INTERPRETER reminds you that the late registration fee goes into effect after October fifth. Each week that you put off registering means an extra dollar from your pocket and it also means that you are missing valuable class work.

Advanced History

The course in the French Revolution, taught by Professor Perry on Mondays in St. Paul and Wednesdays in Minneapolis, promises to be an extremely interesting course.

Professor Perry has prepared an unusually extensive list of works on this period to be used in connection with the course, and plans to begin the work by asking students to gather ideas of the Revolution as it appears in fiction.

Art Taught By Mail

An interesting course in Interior Decorating is being offered by the Department of Correspondence Study, and sponsored by the Minnesota Association of Master Painters and Decorators.

To meet the needs of both homemakers and teachers and to show how to make the home comfortable and artistic, the course consists of both written lectures and textbook study with the consideration of blue prints and samples of fabrics sent with the course. The subjects discussed include: color, walls, floors and their coverings, period and modern furniture, fireplaces, pictures, and accessories.

It is not too late to register in the evening classes of the University. Secure a bulletin and do it now.

What Is Wrong With This?

They say mathematics is an exact science; if that is so, how do you account for this:

Let x = amount of my money

And y = amount of Ford's money

Let z = sum of both

Then $x + y = z$

Multiply both members of this equation by $x - y$

$$(x + y)(x - y) = z(x - y)$$

Multiplying out:

$$x^2 - y^2 = zx - yz$$

Transpose terms as follows:

$$x^2 - zx = y^2 - yz$$

Complete the squares of both members by adding $z^2/4$

$$\text{Then } x^2 - zx + z^2/4 = y^2 - yz + z^2/4$$

Take square root of both members, then

$$x - z/2 = y - z/2$$

Cancel $z/2$ from both members, then

$$x = y$$

Therefore my money is equal to Mr. Ford's money, and so we should all be happier than kings.



PHOTO BY COURTESY OF THE MINNEAPOLIS TRIBUNE

Prices Sail For Europe

From time to time letters have come to the office of the General Extension Division which tell us that our director, Richard R. Price, who is abroad for the year, is well and happy. Certainly he looks so in the above picture, which was taken of Director and Mrs. Price aboard the S. S. deGrasse, just before sailing.

Director and Mrs. Price have spent a very busy summer, having attended adult education conferences in Geneva and Cambridge, and attended to a little sight-seeing in addition to that. They report a very smooth crossing and the meeting of both old friends and new in the course of their travels.

During the course of the year we are hoping that we will have something from Mr. Price written especially for our readers, and of course we are wishing him the best of luck in his travels throughout the winter months.

Miss Morse Returns

Students will be glad to note that Miss Amy B. Morse, of the Home Economics Department, has returned from a year's sabbatical leave, and will once more be teaching her very popular course in Interior Decorating (Home Economics 131). The class meets at 7:30 on Tuesdays in Room 135, Main Engineering Building.

Writes New Courses

Professor O. C. Edwards, of the Engineering Department of the Extension Division, has just completed writing of two courses—one in Calculus, and the other in Elements of Algebra.

These two courses are now being mimeographed for use in the teaching of correspondence courses, but may later be used in night school teaching.

Hear Him

A name familiar to patrons of the Lecture Bureau is that of Judge Fred G. Bale, who has already made three lecture trips in Minnesota and who will be here again in December and in March.

Judge Bale has been especially successful in addressing schools, churches, Parent-Teacher Associations, and luncheon clubs, and may be secured by writing to the Community Service Department, General Extension Division, for dates and further information.

Are You Educated?

Ask yourself the following questions to determine your answer:

1. Am I learning to study and think?

2. Am I getting the knowledge that I need most? Am I learning to enjoy things that are most worthwhile? Am I acquiring esthetic appreciation of the significant values of life?

3. Am I living in the real world or in a corner apart? Am I learning to live, by living now, by acquiring some vital knowledge of the world and its real problems, by actually facing them and beginning to solve them now? Or am I evading or postponing life, playing about with its trifles in a thoughtless and unreal academic world?

4. Am I progressing, standing still, or going backward?

—SHERWOOD EDDY, "Am I Getting an Education?"

SHALL WE HAVE CENSORSHIP?

By a Student in Night School Composition

Says the Boston Post: "It does not need a literary genius or a college professor to tell whether a book tends to have an evil influence." That is probably why, when Pi Delta Epsilon, honorary journalistic fraternity at George Washington University, published an issue of their magazine with a blank space in it, saying that section had been censored by the faculty adviser, there was a stampede at the printing office for the purpose of obtaining the extra copies that had been published before the questionable section had been stamped out. The same reason may explain why last year, when a certain joke in "Ski-U-Mah," Minnesota University student publication, was censored after copies had been put on sale, there was a rush for magazines, and students all over the campus could be found thumbing the pages through in the hope that the juicy bit had not yet been blotted out. The advertising scheme was first class: "Ski-U-Mah" had the biggest sell-out of the year.

Of course, censorship was not invented for advertising purposes. Since there is a rush for reading material that is generally considered unfit from a moral or social standpoint, the general opinion is that such material should be strained out of the literary stream before it is allowed to pass among the people. Following the wishes of the people, the state governments have each set up a censorship board to decide what books or parts of books shall not be read, and what plays or parts of plays shall not be presented on stage or screen.

Being human, the censor cherishes his own opinions; being a conscientious moral leader, he does not want his followers to read or see anything that he believes to be harmful. Therefore, if he removes from a movie reel a section that clashes with his idea of morals, or if he prevents the circulation of pamphlets containing information which he believes his fellow-thinkers should not read, he is honorably discharging his duty. If this censor, or board of censors, can be depended upon to distinguish between what should and should not be seen and heard, we can rely upon their judgment and have in consequence a more pure, less troubled society; but if they cannot distinguish, then we should do well to listen to the complaints that censorship is nothing more than an advertising proposition, that freedom of expression is being infringed upon, that learning and art are being held back. Each one of these arguments revolves around the one question: Is the censor qualified for his position?

The answer to this question can be found in that statement, "It does not need a literary genius or a college professor to tell whether a book tends to have an evil influence." It takes nothing more than a political board of average people

to recognize obscenity. But it takes more than that to recognize art. In consequence, the screen version of "Michael and His Lost Angel" was so altered by the censors that when it was produced scarcely any of the original beauty and meaning was left. Kipling's "Without Benefit of Clergy" was slashed in the very face of the author, who had himself prepared it for the screen. Dr. Oberholzer, for six years a member of the Pennsylvania Board of Censors, even boasts of his own experiences in altering the entire meaning of a story. Censorship is legal regulation of an artistic product. It is as if any one of us were to assume the responsibility of choosing the literature for the nation—like manual labor trying to direct the architecture of a mansion. It searches out the parts of a play or story that might to some pathological minds be suggestive, and then it either prohibits the entire production or destroys the main body and leaves only a weak and misshapen skeleton.

If the censor is not artistic enough to judge the works of art, he is not practical enough to judge the ideas of political leaders; neither is he spiritual enough to decide what religious—or sacrilegious—ideas shall be withheld. Yet these are the types of writing that have been subject to most of the censor's attacks. In the middle ages every new invention that contradicted the literal translation of the Bible, every new theory that tended to emancipate ignorant victims from the power of Church or State furnished innumerable excuses for public executions. Today Theodore Dreiser's works, the theories of Freud, the revolutionary philosophies of Theodore Schroeder and his socialistic friends—these are the meat of the censors. And the inconsistency of it all becomes apparent when we read that Russian censors are on the look-out for unpatriotic citizens who profess to believe in God. Religion, they say, is the curse of nations. Six or seven generations from now the most radical of these ideas will be conservative—or simply so unimportant as not to warrant the attention of the censors—or they may even become accepted facts to be taught in the schools. Time and time again—now as centuries ago—valuable information is being shackled, and society will not receive her due until the censorship ban is lifted. Always there is a fear of progress—a sentimental reverence for the outworn. Shall we never learn to foresee?

Of course, these censors are not willfully narrow-minded, but they have only their own opinions of what should and should not be seen and heard, and they are designated to shape our literature to conform with those opinions. They are only average men, for, as the Boston advocates of censorship say, "It does not need a literary genius—" They cannot

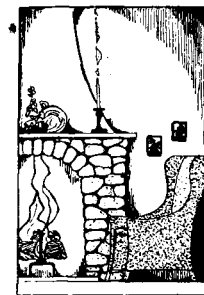
discern which science, religion, politics, and art should be offered to the public, because such a task is humanly impossible. In view of the impossibility of these censors' task, it is time we stop forcing genius and leadership to have its every idea strained through a sieve of political censorship.

New Reading Course On China and Glass Ware

The University of Wisconsin Extension Division has prepared a new and extremely interesting reading course on china and glass ware. It takes up, in a series of ten programs, the various features and characteristics of ancient and modern glass and pottery from both the aesthetic and practical point of view.

Under a co-operative arrangement between the universities, in the matter of such courses, we can offer this course to Minnesota residents on the same terms as those granted by the University of Wisconsin to residents of that state; namely, fifty cents for the first copy, thirty-five cents for additional copies, twenty-five cents each for ten or more.

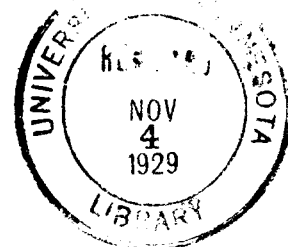
Other programs in process of preparation, to be ready in the near future, are Modern Italy, 21 programs; New Map of Europe, ten programs; Africa, 17 programs.



When you think of the long winter evenings stretching ahead of you this year, a mental picture of a glowing fire, an easy chair, and a good book is mighty pleasing. Why not investigate the Reading Courses offered by the Correspondence Department, and turn those evenings into profit as well as pleasure?

Entered as second-class matter October 2, 1926,
at the postoffice at Minneapolis, Minn., under the
Act of August 24, 1912.

Mr. F. K. Walter,
Librarian,
University Library,
Minneapolis, Minn.



The Interpreter

Published by the General Extension Division
University of Minnesota

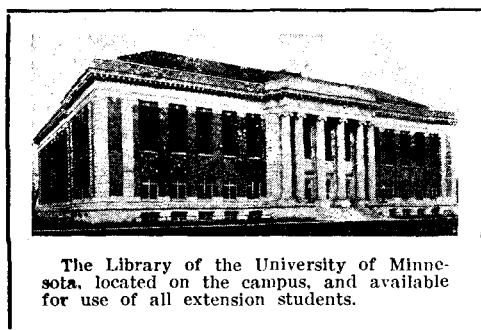
VOL. IV

NOVEMBER, 1929

No. 3

THE LIBRARY AND THE EXTENSION STUDENT

By FRANK K. WALTER, University Librarian



The Library of the University of Minnesota, located on the campus, and available for use of all extension students.

THERE are many who, while admitting and admiring the progress in modern educational method and the spirit of helpfulness which inspires it, at the same time question whether or not it has not often erred on the side of too much misdirected assistance to the student. With all its recognized faults, the old-fashioned recitation at least usually emphasized individual responsibility. One of the advantages of extension courses is that they usually require extra effort and, consequently, genuine personal interest.

One of the most common means used by the wiser educators to maintain and increase this attitude of self-help and individual attitude toward college work is increased use of the library in connection with college courses of all grades and in many fields. More or less carefully adapted books and sections of books are assigned for collateral reading. The intention, of course, is to cultivate individual judgment of varying statements and to give to the students of varying abilities the chance to benefit in varying degree. No well-intentioned college would think of planning any curriculum without some "assigned reading" in most of its courses.

In Reading Is Self-Determination

Any student who does his assigned reading intelligently and conscientiously should be intellectually aroused enough to make him want to do additional, independent reading of his own. To such students, the whole college library should be a field of activity. At Minnesota, probably not more than from fifteen to

eighteen thousand volumes are "on reserve" for assigned reading at any one time. There are nearly 385,000 in the university library and its branches. This large reserve is at the service of the beginner quite as much as for the advanced student or research worker or faculty member. The student who fails to use this privilege has not passed from the directed stage of education to that of self-determination.

While we stand tenth or eleventh in size among American university libraries, our books are unusually well-selected (usually by the faculty specialists) and our library as a whole is attracting much favorable comment for its facilities for student development as well as for more advanced research.

Books Mean Life

Quite aside from the performance of class-room tasks and the specific following up of more or less independent problems is the use of books for pleasure. This is the common ground of the scholar and the man of general culture. In books, as nowhere else, one can find congenial spirits for every occasion and every mood. It is true that books alone may make a bookworm, aloof from the problems of real life. It is no less true that the man who asserts that he learns from life and not from books is likely to confuse self-satisfied ignorance and carefully-considered truth and to become shallow and complacent instead of broadly tolerant and really well-informed. One of the most regrettable features of modern higher education is the small number of college graduates who read widely, intelligently and voluntarily after graduation. One of the chief reasons why the friend of all of us, Dr. Folwell, kept mentally alive till the very end was because, with all his interest in men, he never lost his interest in books of all kinds on a wide range of subjects.

There are, unavoidably, certain conditions which make the use of the University Library more difficult for extension students than for full-time resident students. The impossibility of predicting in

advance what the enrollment in any class will be makes it impossible to provide enough books for the uninterrupted use of everyone at all times he may desire them even if there were money enough to buy all that faculty and students desire for such use. There never has been and probably never will be or even should be enough to buy books in such quantity, particularly books of passing interest or of mediocre merit. Many books, for various good reasons, may be used only within the library building or the library rooms of the various colleges.

Necessity of Rules

The great number of students, the wide range of courses and the varying conditions of use make it necessary to formulate rather elaborate rules for library use. They are as regrettable as they are necessary. It would be far more pleasant and profitable if access to the books could be made as free as in a small, popular library. This is impossible as a mere traffic matter. Eleven thousand library users converging on the library would make a traffic jam as bad as or worse than that which marks University Avenue or the East River Road on the day of a major football game. The rules of the road must in both cases be observed if anyone is to have a chance. Special privileges act much as special personal permits to disregard traffic signals would. It is even more regrettable that rules must be made for the protection of the books as state and university property. It seems paradoxical to speak of property protection in an institution devoted to the development of better citizens. But until it is safe to leave personal effects unguarded by lockers or to leave one's private car unlocked in the space still available for parking, it is hardly likely that the library can, for the common good, relax the necessary guardianship of its property. As in every other civic situation, the honest majority are penalized by the dishonest minority.

In its own interest, every extension student is urged to avail himself as far as

(Continued on page four)

The Interpreter

Published monthly except July and August, by the General Extension Division, University of Minnesota, at Minneapolis.

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T. A. H. Teeter - - - - - Acting Director
Advisory Committee

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

Alta J. Jones - - - - - Editor

NOVEMBER, 1929

Registration Largest On Record

The number of registrations recorded the first meeting of night classes September 30, was larger than that of any previous first night registration in the history of the Extension Division.

Later registrations, although not tabulated exactly as yet, indicate that the number of class cards turned in will surpass that of last year, first semester, by a comfortable margin. Night classes are still growing!

One Beginning in Adult Education

Shortly after the "invention" of Sunday school by Robert Raikes in 1782, there began to arise secular schools for the adults as well. Religious soil is the most fertile educational soil in the world, and the old adult education schools of England took rise in religious soil.

Possibly the most effective of all the English adult schools were the ones established by the Quakers or Friends of England.

A young American twenty years of age loaned himself to England in the first part of the nineteenth century, and though he became a noted M.D., really majored in adult education schools and became the first historian of the movement. Dr. Thomas Pole left a trail of good works that even Braithraite and Rowntree failed to eclipse in quality, though they did increase the numbers of such schools. The Workingmen's Education Movement of later days was really inspired by the work of Dr. Pole, and the wonderful Albert Mansbridge, with his Workers' Education Association and his World Association for Adult Education, is building upon solid ground.

"Essentially, adult education is a spiritual ideal, taking form in practical purpose. It is based on that inherent urge forward which distinguishes the human spirit. It must be voluntary. The greatest teacher may not enter uninvited—nor may he come as a taskmaster. It finds its truest and highest level when the hunger for knowledge and expression wakens in the hearts of men and women."

—Excerpt from *A. L. A. Bulletin*

Student Work Committee Column

The Students' Work Committee urges you to note the following:

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.

A course cannot be cancelled or added to the student's program without the approval of the Students' Work Committee. Students who stop attending a course without having it officially cancelled will receive a failure in the course, and likewise will receive no credit for a course that is taken, if the student is not properly registered for that course. The failure of the instructor to receive a class card is usually an indication that the registration for the course is incorrect. To adjust these matters the students should consult the Students' Work Committee.

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. 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.

Class Attendance—Absences

Every student should attend the meetings of his class regularly. For credit toward a degree or 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."

Lantern Club Notes

The regular monthly meeting of the Lantern Club was held on Friday, October 4th. The following officers were elected:

President—Theresa H. Jenniges

Vice President—Stuart Ormsbee

Secretary—Lucerne Annis

Treasurer—Mrs. Edna Broderick

The club wishes to announce that they will hold open house on Friday, November 22nd, in Room 19, Music Building. "The Blues Singer" a play written and directed by Burns Kattenberg, a member of the club, will be presented. All extension students who are interested in dramatics are invited to attend.

Tryouts will be held on November 29th, in Room 19 of the Music Building. Any person registered in the Extension Division of the University is eligible for membership. All who are interested in dramatics are invited to attend the tryouts.

Insurance Federation of Minnesota Co-operates

Mr. E. A. Sherman, State Secretary of the Insurance Federation of Minnesota is sending out a letter to practically all towns and insurance offices of Minnesota recommending the Insurance Courses of the General Extension Division.

These courses are carried by the Correspondence Study Department and are:

Life Insurance

Casualty Insurance

Fire and Marine Insurance

All courses are on a sixteen-lesson basis. The subjects are treated thoroughly, are taught by R. A. Graves of the School of Business, and can be taken for credit by those eligible.

Full Enrollment for New Extension Classes

Three new classes have been started in the General Extension Division this fall.

A Retail Credit course has been opened with the exceptional cooperation of the University of Minnesota Business School, together with the Minneapolis and St. Paul Retail Credit Associations. This class has already proven its right to existence with thirty-two enrollments. This course, Retail Credits, is part of a sequence of forty-five credits.

The Railway Traffic and Rates work has been enlarged to five semesters of work, embracing a first year of basic work under the instruction of Mr. Lee Kuempel, Associate Director, Minneapolis Traffic Association; a second year of work under Mr. C. C. Crellin, Traffic Manager, the General Mills, Inc.; and the fifth semester of advanced work in Traffic Law under the tuition of Professor Wayne E. Butterbaugh, School of Business, University of Minnesota.

The Traffic I class is a very large one of forty-eight attendants.

These Traffic courses are part of a certificate course of forty-five credits.

Another new course is Foremanship, by Mr. J. R. Ridpath, Superintendent of one department of work in the General Mills, Inc. The class in Foremanship has twenty-four members, and is breaking ground in a new and wanted field.

Tests Given in English Classes

Some rather interesting facts came to light in giving the Iowa Placement tests in the extension classes in Composition IV this semester.

St. Paul people should be proud of one class of 27 students, 12 of whom were eligible for exemption from the English requirement. In this same class, only one student had to drop out because of insufficient preparation.

For the first time the follow-up tests to determine the college ability of these people were given by the Extension Division. In approximately four cases out of five exemption was granted.

Fourth Institute of Government and Politics

One is often impressed with the apathy of the American people toward the problems of their own government. Criticism of government officials and government institutions is rampant, but constructive effort of the people to correct abuses is woefully lacking. There are, however, a few organizations of thinking people that stand out like an oasis in this desert of indifference. One of these is the League of Women Voters whose efforts at constructive changes find effective expression. Instruction of voters in the fundamental principles of government is the goal toward which they are striving. They offer expert assistance in answering the question as to how the busy citizen of a democracy can hope to achieve an intelligent attitude on public issues. One of the most significant questions in politics is that of taxation. It appeals to every citizen because directly or indirectly taxation affects every citizen.

The program of this year's Institute of Government and Politics which was held October 30 to November 1 inclusive was fostered by the League of Women Voters and the University of Minnesota. It dealt with the problem of taxation. This program was divided into three major parts. The first had to do with the reasons for taxation. It answered the question, "Why must the small home owner and laboring man as well as the great industrial organization carry the burden of taxes?"

The second part of the program dealt with the manner in which the tax funds are again disbursed by the state. Planning the state's expenditures is a problem that was given considerable time in this discussion.

The third part of the program dealt with the constructive suggestion "What is wrong with Minnesota's Tax System?" A review of the recommendations of the Minnesota Tax Commission and a model system of state and local taxation was the subject of study in this symposium. From these topics, it appears that the Institute of Government and Politics is close to the pocket book of every one of us. Women have as much need of being informed about them as men. And woman or man, how many of us are complacent about them?

1. An educated man is one who is trained to use the tools of human intercourse with readiness, precision, and accuracy. We mean, especially, language and the rudiments of number.

2. An educated man must be able to study and think without guidance from others. He must be—to some extent—a thinker, not a mere imitator.

3. An educated man must have sufficient knowledge of nature to understand the main processes upon which human life and happiness depend.

4. An educated man knows enough of history to enable him to understand the main achievements of man.

5. An educated man is acquainted with the major resources for intellectual and esthetic enjoyment. He knows nature, literature, music and the other arts sufficiently to choose superior to inferior enjoyments.

6. An educated man is marked by his interests as well as by his trained abilities. His attention is habitually attracted by significant rather than trivial objects, events, pursuits and enjoyments.

7. An educated man must have not only this general culture, but also training for a specific occupation. Focalized activity that is directed toward some sort of efficiency has to be included.

8. An educated man must have toward his fellows the habitual attitudes that are commonly called ethical—such attitudes as honor and honesty, helpfulness and good will and co-operation.

9. An educated man must have loyalties to at least some of the important organizations and institutions of society, such as one's family, one's country, one's church.

10. If there is an inclusive meaning in life, the sort of education that I have been outlining should include some apprehension of, and feeling for, the divine; the ideally educated man will reverence God, and know how to worship.—DR. GEORGE A. COE, "Am I Getting an Education?"

Class in Tennis

Under the direction of Mr. Phil Brain, coach of the varsity tennis team at the university, a course of 34 lessons in tennis has been organized.

Lessons are given at the clay tennis courts in the University Field House. There are two classes, one for men and the other for women.

Work began on October 1, but there is still room for more students. Inquire at the general offices of the Extension Division

Tune In On Education

The University will offer courses this year over its radio station, WLB, in German, French and Spanish. The instructors will be the same as last year—in German, Prof. O. C. Burkhard; French, Prof. Jules T. Frelin; Spanish, Prof. E. C. LeFort.

No charge will be made for these courses, and no credit given.

Each will consist of twenty-seven lessons. A text will be used in all three languages, and announcements will be made over WLB as to requirements.

According to present arrangements, the hours for offering these courses will be as follows:

French—Tuesday, 8:00 p.m.

German—Wednesday, 7:30 p.m.

Spanish—Wednesday, 8:00 p.m.

One of last year's listeners-in wrote as follows, in reply to an inquiry as to whether radio listeners wished Modern Language Hour continued:

"Indeed this listener wants the 'Language Hour' next year. From the past 27 lessons I have gained a reading knowledge of German and Spanish. I happen to be a student who learns most readily thru 'hearing.' Since I cannot attend classes you can understand the very great value of radio instruction to me."

Lectures on Various Subjects

And now we learn that Frank H. Gamel, who fills the office of Counsellor to Parents and Boys in Milwaukee, is to be on the list of lecturers which the Community Service presents to you this year. Mr. Gamel, who may be secured for any time in November, has such topics as "Your Boy and His Dad," "Snakes in the Fence," "How to Choose the Right Vocation," and others along similar lines.

A lecturer on an entirely different type of subject is Martin W. Odland, who is a specialist on early Minnesota History. He has written and published "The Life of Knute Nelson" and "The Life of Alexander Ramsey." Mr. Odland may be secured at any time thruout the year.

Mr. Albert H. Crombie chooses to speak on the more intangible subjects of "Friendship," "Romance," "Reality." He is well known to the schools not only of our country, but also those of Canada.

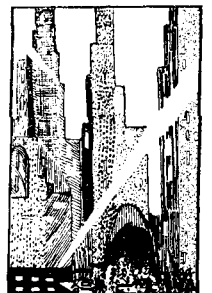
Folders which will give you more detailed information may be secured at the General Extension Division University of Minnesota.



A course in Behavior Problems and Mental Health of Children for graduate nurses has been organized.

Inquire at the general office for particulars.

Mr. Reginald G. Faragher will conduct a course in elementary advertising, to meet in both Minneapolis and St. Paul.



"I Learned That—"

The value of this course has been: I have learned many facts about Greek history; but, aside from this I have conceived a knowledge of Greek culture which was of the greatest interest to me. I never knew to what an extent we are indebted to the Greeks, nor did I know that Greek culture was so beautiful. I confess that I am glad that the Greeks did not accomplish much in the political world for if they had they might never have spread their civilization throughout the world. The effort put forth is duly repaid by the new ideas I have obtained in this course, and I shall not cease studying more about the Greeks, for this course has created in me a desire to know more about this interesting people. I am sorry that that country now called Greece is inhabited only by an enslaved people living on that soil once inhabited by the freedom loving Hellenes.

By a Correspondence Student
in History

Variety and Economy

In a survey of 47 state universities and colleges it was found that all but one carry a correspondence study department. It is suggested that the reason for this promotion of such departments by universities is to counteract the unethical conduct of the numerous commercial correspondence schools, and thus save a part of the seventy million dollars that America spends annually on them.

For a fraction of the amount which one would have to spend in taking a course from any of the national correspondence schools run for profit a person could secure any subject he desired from the university. All departments are represented in the Correspondence Department of the University of Minnesota. Subjects vary from the scientific to the artistic and range all fields between. And besides saving money by taking the subject at a university, the student has the gratification of knowing that he is also receiving full university credit for his work.

(Continued from page one)

possible of library privileges. He is entitled to exactly the same as those given full time resident students in the use of reserved books or the use of the library building for reference and research, personal or assigned. As far as his time permits, he is welcome to use the Arthur Upson Room for personal reading. Copies of the library rules may be obtained at any branch of the library. They are made in his interest and the entire library staff will be pleased to help him get the privileges which the library is organized and maintained to give him.

ONE OF LIFE'S LITTLE JOKES

By a Correspondence Student of Composition

Without doubt numerous advantages attend the early choice of a profession. If, before matriculating, the student decides he will be an engineer, much time is saved. He registers in the College of Engineering and studies mathematics and mechanics for four years; then he is precipitated into a world hospitable in proportion to his own possibilities. He is still very young; he may specialize.

Or suppose he wishes to become a physician. His first two years he spends on elementary sciences. There is no red tape about transferring credits nor is it necessary to worry about sequences, etc. He may then enter the Medical School. For four years he observes the recondite processes of the human body and is ready to specialize.

Similarly with the student of law. He wallows in his economics and paws over ancient decisions, then presents himself before a reluctant bar, and specializes. So it is with all the professions. Advancement is dependent upon the intense concentration on details which only specialization can effect.

But need one spend all his youth specializing? There will be enough of that later. Let him study philosophy, history, art, literature.

The experience is an excellent thing. I do not mean that because a lawyer has studied Russian literature he will be better able to settle domestic difficulties in the divorce court, nor an architect to design a more intriguing ten-cent store because he knows a Haydn symphony from a Beethoven sonata. But a liberal education gives him a different point of view. The physician who knows his poetry will have some escape from the awful seriousness of his life. The engineer who has an appreciation of art will be better for it; his wife will love him longer.

It is not only in point of view that postponement of the decision on a chosen career is an advantage. Frequently a student finds that the profession of his choice, like the woman of his fancy, loses glamor upon very close acquaintance. But two or three years of highly technical training in one college are seldom acceptable in another. It takes courage to give up credits for hard work. And so, second-rate chemists are turned out who might have been splendid historians; men bulging with details of business administration grow old and dyspeptic over office desks when the teaching world needs them pitifully.

For youth is very prone to misconceive the glories of the paths he may tread. It might be wonderful to build skyscrapers, but the engineer must know the calculus and be the intimate of the slide rule. Perhaps it would be better to go in for ornithology. It would be noble to be a great surgeon; but the odors of the dis-

secting laboratory are unbearable. Perhaps the ministry is more interesting.

Sixteen or eighteen years are not enough in which to choose the work for the next fifty, particularly since most of this time has been spent learning to walk and talk, to handle a knife and fork; in discovering that the elephant is native to India and Africa, and that the gnu comes from heaven knows where; remembering that it is not right to steal.

Of course, no young person will listen to advice like this. I would not myself, had anyone proffered it. On the contrary, it was considered wonderful when, having resolved at the tender age at which most children long to do noble deeds, to become a missionary, I conceived the even more virtuous idea of becoming a medical missionary. I registered, therefore, for pre-med work, and a more bewildered freshman there never was. It was not all that I had dreamed. I have by this time been won over quite completely to the sciences, and so, like most of us who choose our professions too soon, I smile in agreement when someone who knows not what I have missed tells me it is wonderful to be doing this or that so young, and that now I'll be able to have much time to specialize and that that is all one can do who cares to make a decent living.

But I shall see that my children, supported by that decent living, do not specialize until they have generalized. However, they will not appreciate it!

"A glance at university extension programmes shows that they are no longer restricted to formally educational courses. Work for the blind, the alien, for civic improvement, for child welfare and countless other activities, that have less to do with education than with community service, now come within the scope of university extension."

EXCERPT FROM A BULLETIN OF THE WORLD ASSOCIATION FOR ADULT EDUCATION.

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The Interpreter

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University of Minnesota

VOL. IV

DECEMBER, 1929

No. 4

WHAT IS THE MUNICIPAL REFERENCE BUREAU?

By DR. MORRIS B. LAMBIE,

Head of the Bureau, and Professor of Political Science, University of Minnesota

THE Municipal Reference Bureau was organized in 1913 to provide reliable information on matters of municipal concern for public officials, civic associations, and private individuals. To render this service it collects reports, charters, ordinances, and other documents of municipal interest; conducts a general reference and informational service; confers with municipal and state officials; and maintains co-operative and exchange relations with bureaus of government research and reference throughout the country. In addition to its informational service it has on occasions rendered active staff service to municipalities, civic organizations, and committees of the state legislature.

League of Minnesota Municipalities

The Bureau also acts as the executive office of the League of Minnesota Municipalities. The League, organized in 1913, is a co-operative non-political organization of cities and villages in this state. At present 357 municipalities comprise its membership. The objects of the League, as defined in its constitution, are:

To perpetuate and develop the League as an agency for the co-operation of Minnesota cities and villages in the practical study of city and village affairs;

To promote the application of the best methods in all branches of municipal service by holding at least one convention annually for the discussion of problems in municipal administration and by circulating information and experience thereon;

To secure legislation which would be beneficial to the municipalities of the state, and the citizens thereof, and to oppose legislation injurious thereto.

Through its affiliations with the League, the Municipal Reference Bureau answers all inquiries submitted by city officials. The staff edits and manages the League magazine, *Minnesota Municipalities*, arranges for meetings and conventions, conducts correspondence, files League papers

and reports, and serves as the informational center and secretariate for all League committees. In this way the University agencies are brought into the scheme of affairs and made available for municipal officials throughout the state.

It is to be observed that the Municipal Reference Bureau of the University and the League of Minnesota Municipalities are distinct units. The League retains a separate identity. It has its own constitution and responsible officers, and acts over its own name; but by custom the associations with the University are so intimate that for all practical purposes the two organizations are merged together in interest, work, and personnel. The University, through the initiative of Dr. R. R. Price, Director of the General Extension Division, was in fact responsible for organizing the League in 1913. Since that time Dr. Price, as a member of the executive committee and secretary-treasurer of the League, has taken active part in guiding League policy. The bonds of the Bureau and League are furthermore strengthened through the arrangement whereby the chief of the Municipal Reference Bureau has always been the executive secretary of the League and a member of the executive committee. In this manner all activities and all works of the League are directed from the headquarters of the Municipal Reference Bureau.

Products and By-Products

The services rendered by the University of Minnesota through the Municipal Reference Bureau (in co-operation with the League of Minnesota Municipalities) are listed as follows:

1. *Informational Service—Inquiry Service.*—1,400 inquiries upon municipal and governmental problems were received and answered during the last year. These inquiries covered legal and practical questions concerning the duties and obligations of officials, taxation, assessments, fire, police, building codes, health, planning and zoning, public utility rates, streets, bridges, water, gas, electricity, heat,

sewers, garbage disposal, parks, recreation, legislation, and general government.

2. *Schools and Conferences.*—Arrangements are made for the following schools, conferences, and conventions: (1) The Northwest Fire School (5 day session; 248 fire chiefs and public officials in attendance); (2) Northwest Dairy Inspectors Conference (1 day session; 48 dairy inspectors and health officers in attendance); (3) Minnesota Tax Conference (By special request, arrangements for this conference were made through the University agencies; approximately 150 public officials were in attendance at the 2 day session); (4) Annual Convention, League of Minnesota Municipalities (3 day session; attendance 450); (5) Legislative Conference, League of Minnesota Municipalities (1 day session; attendance 250); (6) Minnesota Public Utilities Conference (1 day session; 25 superintendents of municipal plants and League officials in attendance); and (7) Northwest Police Conference (Preliminary session, 1 day; 25 police officers and officials interested in public safety in attendance). It is planned to conduct a police school at the University some time during the year 1929.

3. *Service to Graduate and Undergraduate Students.*—The bureaus, in combination, afford opportunity to give graduate students practical experience and direct contact with the work of municipal and state governments. The League of Minnesota Municipalities for the last few years has financed two graduate students with stipends of \$500 a year each to permit them to receive special training in municipal and state research and reference work. The offices are available to scores of advanced and undergraduate students who are constantly at work on special problems in the pursuit of special academic assignments.

4. *Publications.*—Twenty-nine publications have been published by the League of Minnesota Municipalities in co-operation with the Municipal Reference Bureau.

(Continued on page four)

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T. A. H. Teeter - - - - - Acting Director
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H. B. Gislason A. H. Speer

Alta J. Jones - - - - - Editor

DECEMBER, 1929

Holidays and a New Semester

The Christmas holidays for night school classes begin on December 21 and end on January 2. Don't lose interest in your work during that interval of rest and relaxation; why not try to do a little extra work and be a little ahead when the holidays are over?

And that reminds us that this first semester of the year 1929-30 has final examination week from January 27 to February 1, with the new work starting on the following Monday, February 3. With the January INTERPRETER will appear the schedule for new classes, and we urge you to start thinking right now about the work which you are going to take for the rest of the year.

Remember that it takes fifteen people to guarantee the continuance of a class, and also remember that fifteen names petitioning for a much wanted course might have influence with the makers of the schedule. Why not get into action on that pet course of yours right now? Professor O. C. Edwards in 407 Administration Building will be glad to hear your requests.

Three New Certificates Adopted

Three new certificates in Liberal Arts have been adopted by the staff of the Extension Division. It is believed that these sequences will fill the gap between the Junior College certificate and the professional certificates, and at the same time will help the student to so order his courses that he will be working on a definite plan.

The first of these is the 45-credit certificate in Social Science and includes in its requirements credits in history, economics, political science, sociology. Another is called a certificate in Liberal Education and requires credits in philosophy, psychology, political science, history, sociology, economics, and English. The third course is that of Language and Literature. It specifies certain courses in English totaling 21 credits and also includes 24 credits in French, Spanish, or German.

Professor S. H. Perry, who has been working on these plans for some time believes they will be very popular with the student who takes his courses for the culture he derives from them.

Official Notices

The Students' Work Committee wishes to warn all students receiving grades of "D" or below at mid-semester that this is an indication of prospective failure in the course, unless urgent effort is made to do better work. According to the regulations, all students receiving grades of "D" or below are required to report to the Students' Work Committee by letter, telephone, or by personal interview at the Extension Division office. Students in Science, Literature, and the Arts and Education should refer all questions to S. H. Perry. Those in Business should refer their questions to Jerome Jackman. Those in Engineering should refer to O. C. Edwards. Failure to comply with the regulations in this respect may mean a failure in the course.

No changes from No Credit to Credit registration may be made after the eighth week of the semester. Changes from Credit to No Credit registration may be made any time before the beginning of the last week of the semester. Any requests for change in registration should be made to the general office of the Extension Division in writing.

The student body will be interested to know that the shortening of the registration period this year has had beneficial results in several respects. It has been largely responsible for classes having a full attendance on the first night which has enabled instructors to get their work under way early in the course. It has further aided the work of the students in assuring the securing of a minimum registration for a number of courses which would have failed under the old system. As a result, there were less than one-half as many cancelled classes this semester as in the first semester of last year. The Division is making every effort to keep the work fully up to the standards set in the day school, so that students may feel that the work which they receive in the evening class is on a par with that which is given on the campus during the day.

Count Shows Gain

Again the total figures for enrollment in the Extension Division night classes show a gain over those of the previous year. A comparison of semester registrations for the first semester 1928-29 as compared with those up to November 18, 1929, gives us the following table:

	1st semester 1928-29	November 18, 1929
Collegiate	3694	3903
Business	1712	1902
Engineering	884	1054
Total	6290	6859

Of the individuals registered for 1929-30, 2719 are men, and 2770 are women, making a total of 5,489 as compared with 4,863 individuals registered during the first semester 1928-29.

From Foreign Shores

We have just read a letter which makes us rather envious. As we write this, we can hear the cold wind rattling the windows, and we dread going outside, but this letter of which we were speaking told of violets, roses, and geraniums blooming, and of the air being soft and warm.

In fact, Director Richard R. Price, absent now on sabbatical leave, was the author of the letter. At the time of his writing he was in the south of England, where "England is only ten miles wide, and you can stand on the shore of the ocean and know that straight west across the Atlantic lies America," as he says.

He tells us that on December first he goes to the south of France for a few weeks. We extend our best wishes for a very pleasant sojourn there.

Holiday Frolic Planned

The Ninth Annual Holiday Frolic, sponsored by the Twin City Evening Students' Association, will be held on Saturday evening, December 14, at the Minnesota Union on the campus of the University.

In accordance with the usual policy of the association, evening students will be allowed to bring their friends to enjoy the variety of entertainment, which will include a vaudeville program, cards, and dancing. Refreshments will be served throughout the evening.

Tickets will go on sale on November 22, and may be purchased from any of the class representatives. This sale of tickets will end December 7, and the remainder of the tickets, if there are any, will be placed on sale at the door the night of the party.

Club Study Programs

The Correspondence Study Department has prepared a booklet which gives information about the eight new club study programs which are now ready for use.

We were particularly interested in two which had to do with the East. No Yong Park, author and lecturer, has prepared a course of study on "New China and Her Problems" which endeavors to show the changes which are gradually bringing the new China from the old.

David H. Willson has written a course which has for its title "Modern India," and which discusses British rule in India, Gandhi, the great mystic, and also enlarges upon such topics as the geography, religion, and social aspects of the country.

Lectures at Michigan

Dr. Lehman Wendell, Professor in the School of Dentistry, has been invited to give a lecture on Esperanto at the University of Michigan.

Dr. Wendell teaches the Elementary and Advanced Esperanto of the Correspondence Study Department of the University of Minnesota.

Embalmers Course to Start

Dates of the University of Minnesota course in embalming have been announced; the first term is from January 6 to March 29 with the second term beginning March 31 to June 21. The course is now graded AA by the Conference of Embalmers Examiners Boards, Inc., of the United States.

The University of Minnesota Course for Embalmers has made rapid progress in the past fifteen years. Great credit for the inauguration and improvement of this course is due to the Minnesota State Funeral Directors Association which sponsored this course in its infancy. About the close of the War, representatives of this Association asked the University of Minnesota to inaugurate a course of training for embalmers. This idea appeared so unusual to the University authorities that they declined. The State Funeral Directors Association, however, was so certain of the need for such a course of study that they agreed to sponsor the course financially, provided, that the University would attempt the experiment. Soon the experiment was launched through the agency of the General Extension Division. The course of study at that time covered a period of only three months. The experiment of the first two years proved the worth of the course, although at that time, no educational requirements of any kind were specified for entrance in the embalmer's course. At the end of the first two years, entrance requirements were set at one year's high school training, and the Embalmers School was officially adopted by the General Extension Division and affiliated with the School of Medicine. Four years later, the entrance requirements were raised to two years of high school training, and two years after that, entrance requirements were set at four years' high school training, and have so remained to the present time. Two years ago, the course of study was expanded from a three months' course to a six months' course, consisting of a junior term of three months and a senior term of three months.

The student who enrolls in the course at the University of Minnesota has the advantage of taking the work in an AA grade State University with high standards relative to faculty, equipment, and other facilities. Members of the University faculty called upon for this work are well-known specialists in their several branches of special instruction, and have practical and theoretical knowledge of matters concerning embalming and funeral directing. It is a highly specialized course for the purpose of developing well trained embalmers and funeral directors. Practical experience and research have made the members of the faculty who handle the major subjects authorities upon these subjects. Such men as Charles A. Erdmann, M.D., Associate Professor of Anatomy; Winford P. Larson, M.D., Professor of Bacteriology; E. T. Bell, M.D., Pro-

Lecturers for You

Dr. John Walker Powell has become widely known throughout the Northwest as a favorite lecturer on literary and religious subjects with women's and luncheon clubs, schools, churches and other organizations.

Dr. Powell has been aptly described as past master in the art of making literature *live*. He has large powers of literary insight and interpretation, and the rare gift of making living characters step out of the printed page. He is, moreover, an eloquent speaker, which in connection with his other gifts, makes him the ideal lecturer for literary clubs and other educational groups.

Dr. Powell is the author of four books, one just recently published, "In Search of God."

Dr. Powell is available for a limited number of lecture engagements, on reasonable notice. A folder will be sent on request with full information about subjects, etc.

One of the headliners in the lecture field next year, under the auspices of the General Extension Division will be Dr. Emanuel Sternheim, who has been engaged for many years in lecturing to educational bodies from high schools to State Teachers Associations and Universities, with every type of educational audiences between these two extremes.

Dr. Sternheim has a reputation for being an original and compelling thinker, primarily interested in men and their social and economic relations and adjustments. He has studied all the movements of history but has kept sympathy with today.

Dr. Sternheim was born in England and educated in the Universities of England and the continent. He is available for lecture engagements in November.

Among his subjects are the following: Education and Life—Some Problems and Some Tendencies

Seven Educational Perils
Modern Youth: A Challenge
Twentieth Century Parenthood.

Vilhjalmer Stefansson, famed Arctic explorer, scientist, educator and lecturer, will be available for lecture engagements in January and February, 1930, and again in the fall of the coming year. He has pending lecture engagements now at Crookston and Hibbing, and also at the University of Minnesota. Teachers Associations, Teachers Colleges, Commercial Clubs, Schools and other organizations desiring the services of this distinguished lecturer, should plan early and select suitable dates.

fessor of Pathology; N. C. Pervier, Ph.D., Assistant Professor of Chemistry; A. J. Chesley, M.D., of the Minnesota State Department of Health; S. Chatwood Burton, A.M., Associate Professor of Art and Sculpture, are men who are known not only on the University campus, but throughout the country as authorities in their respective fields.

Reading Courses Significant

We quote the publication of the American Library Association, "Adult Education and the Library," for October, 1929:

"Minnesota has developed a state-wide program for reading courses by co-ordinating the existing forces for the promotion of systematic reading.

"These agencies include the libraries of the larger cities, St. Paul, Minneapolis, and Duluth, the library and the General Extension Division of the State University, the Library Division of the State Department of Education, the State Federation of Women's Clubs, and the Council of the Parent-Teacher Associations.

"A conference of these organizations was held early in the year. A bulletin will result which will set forth the advantages of systematic reading, explain the general plan, and furnish a classified list of courses now available. This list will include the Reading with a Purpose courses of the American Library Association, those prepared by the U. S. Bureau of Education, the group study courses prepared by the General Extension Division of the University of Minnesota, and by the Universities of Wisconsin and North Carolina. It is reasonable to expect that other states will co-ordinate their reading programs in a similar manner."

Did You Know—

Did you know that:

The study of English will help you in the following occupations: As advertising manager or director, copy writer, commercial advertiser, industrial advertiser, publicity specialist, author, dramatic critic, feature editor, financial adviser, government service, journalist, lawyer, legal editor, librarian, medical profession, novelist, radio announcer, secretarial worker, scientific worker, short story writer, teacher, translator?

The study of biology has its use for the average student in practical life situations, for the laboratory technician, in medicine, government service, research work, lecturing, and for the sanitary biologist?

The study of physiology helps each individual, the physical education instructor, the athletic coach, the doctor, the nurse, and the parents?

The study of chemistry helps the industrial chemist, the research chemist, the laboratory chemist, the paper mill chemist, in the medical field, in the field of nutrition, in nursing, the bacteriologist, the geologist, the miner, in assaying, and in everyday life?

The study of physics serves the mining engineer, the civil engineer, the architectural engineer, the structural engineer, in optical work, in teaching, and in physical research in university laboratories, independent research institutions, industrial laboratories, and government laboratories?

THE SAILBOAT—A REMINISCENCE

By a Student in Freshman Composition

It is said that the affection which old sailors have for their ships is great and eternal, and that when some tall-masted schooner drops anchor in the harbor at Gloucester for the last time, the sadness of the old salts who trod her decks is poignant and keen. They see a fine old vessel standing with reefed sails, abandoned, motionless, and calmly senile. Black and ugly barnacles grow along its keel; the planking on the decks is warped and nail-heads show jaggedly; the figurehead is scarred and battered; even the tackle blocks are rusted and useless and the anchor chain hangs dejectedly with its heavy links grotesquely corroded. But the old sailors stare aloft at the empty rigging, which looks like a huge scarecrow against the grey skies, and little smiles tug mischievously at their lips as they tutter to themselves of the time when—Ah yes! they remember—they'll always remember. And they'll always dream in that delightful manner of old men reliving the happy and exciting past. They love their ships, these mariners.

But I too had a ship that was lost, a splendid ship of gleaming celluloid. Oh, it was a jolly boat! Its sails were of fine white silk that gleamed like fairy wings and the masts were tiny black sticks that stood as straight as soldiers on parade. Its decks were the color of rich ivory and from prow to stern its sides shone like the sunlight that dances on the water. It was beautiful. To my 9-year-old heart it seemed the finest craft in the world. I was gloriously happy.

My mother had bought the little sailboat at a downtown department store and brought it to the apartment on Riverside Drive where we lived. That day was a memorable one. The gift was a total surprise and when the package was opened I became enraptured.

"Oh Mamma!" I gurgled. "It's better 'n the ones over there in the river." (The Atlantic fleet was anchored within sight of our apartment and we had taken advantage of visitors' day and gone aboard one of the cruisers, the New York.)

My mother smiled at my enthusiasm.

"You might try the boat in the bathtub, George," she suggested.

From that day the celluloid sailboat became my beloved, storm-defying, globe-encircling Boat. There was only one Boat. The screaming tugs in the Hudson, the slim white yachts, the double-ended ferries—they were all right, of course, but after all they were just ordinary. But *my* Boat now, there was Something! Tugs and ferries? Bah!

For several days I refused to let the celluloid wonder from my sight. At night I placed it on the floor near the bed; during meals it occupied a commanding position on the table; and I took it to school with me, carefully wrapped in the original cardboard box. In the

afternoon the minutes dragged like centuries while the poor little Boat was hidden in the black box. Then, as the gong sounded, I dashed home to sail to Africa—via the huge sea in the bathtub. Africa was at one end of the tub where the hot and cold water gushed forth—a hazardous place for the Boat when one turned the faucets—and New York was at the other end of the tub, the place where a fellow could play otter and slide; that is, if he were real quiet about it and mopped up the spattered water afterwards, before someone came in.

After a few weeks I modified my stern surveillance over my property and did not take the Boat to school. I kept it in its strong black box on a low shelf at home, trusting in good faith that none of the unholy (meaning the non-owners) would dare defile the shrine of the Boat.

Then one afternoon the calamity befell. An earthquake or deluge would have been of less importance to me.

"George," called my mother as I opened the door on my return from school. "Come here, please." Somehow the tone alarmed me. Had I done something and she'd just found it out? Was she going to say something about my grade in Geography? . . . I shuffled into the library with ill-assumed nonchalance.

"Hullo, Mamma," I offered casually. "What do—"

I stopped, paralyzed. There on the floor was the cover of the box in which I kept It, my Boat! There was the cover on the red carpet, the cover no one was supposed to monkey with. Someone had—

"Who's been playing with my Boat?" I blurted. Fears stabbed me.

My mother's face was grave and kind. She hesitated before she spoke.

"Your boat's gone I'm afraid, George," she said softly, patting my head. "Arthur broke it. He climbed up to the shelf this afternoon and started playing with it before we saw him."

I was speechless. Dumb. The enormity of the thing overwhelmed me. And as my mother's words attained significance in my mind, the world whirled topsy-turvy. I saw vaguely my mother's pitying eyes; I was scarcely aware of the brilliant sun shining on the red carpet; I was blind to the world outside of the windows.

I saw only a Boat, a celluloid sailboat with decks the color of rich ivory and with sides that glistened like the sun on the waters. I saw its fine sails and delicate rigging, its straight sharp lines and cutting prow. I saw it bouncing royally over the waves as it sailed to Africa. I saw it weather the storms which beset it.

It was gone now, my Boat. Not sunk splendidly like a true craft, but smashed by heedless fingers. And its silky sails were now torn and the ivory decks—

I cried.

(Continued from page one)

Among the subjects covered are: municipal budget, home rule in Minnesota, administration of the state of Minnesota, licensing transient merchants and peddlers, rates for electricity, gas, water, heat, and telephone, the abatement of nuisances, management and control of tourist camps, milk ordinance, planning and zoning, statutory limitations on property taxation, law of special assessments, traffic ordinance, fire protection and fire prevention ordinances, etc.

5. *Regular Publications.*—The Municipal Reference Bureau and the League edit *Minnesota Municipalities*, a monthly publication which is sent to approximately four thousand municipal and state officials throughout the state.

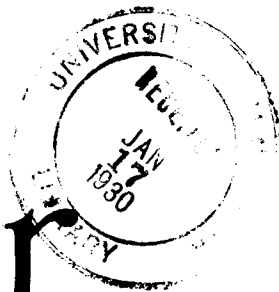
6. *Ordinance Revision.*—During the last two years the Municipal Reference Bureau and the League of Minnesota Municipalities have completely revised the ordinances for the following municipalities: St. Louis Park, Osakis, Rushford, Sherburn, Mora, Rosemount, Shelly, Porter, Robbinsdale. Revisions are now in process for St. Cloud, Young America, and Cyrus.

In authorizing the Municipal Reference Bureau, the University of Minnesota has been conscious of its opportunity to perform research, reference and informational service in the field of public administration as applied to the municipalities of our state. To this end the General Extension Division realizes that cities and villages, like individuals, cannot exist alone. The problems of the one are the problems of all. By maintaining a clearing house for problems of information, the University, without recommending what the cities shall do, merely provides opportunity for the collection and dissemination of information on subjects of general application.

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Vol. IV

JANUARY, 1930

No. 5

THE MINNESOTA STATE CONFERENCE OF SOCIAL WORK

By MONICA K. DOYLE.

Lecturer in Sociology, University of Minnesota

“TO gather and disseminate information on all types of social service; to make this information available by presentation and discussion for the use of those who are dealing with social problems; to bring into practical co-operation all agencies and institutions, public and private, religious and secular, in the State; and to organize methods of education in welfare work of all kinds” are the specific tasks of the Minnesota State Conference of Social Work. In the early stages of its organization 38 years ago, its very name suggested its limitation—The Minnesota State Conference of Charities and Correction—with emphasis on the dispensing of “charity” as well as the segregation and reform of delinquents and criminals. During the past decade, in keeping with a changing conception of its function, a new name has come into use—Minnesota State Conference of Social Work. The term “charity” has practically disappeared and its place has been taken by “assistance,” while “correction” has been replaced by “prevention of social maladjustment.”

Trained Workers Necessary

Social work is passing rapidly from the stage of unorganized, individual assistance to one of organized assistance, participation in which is based on professional training and spirit. Mary E. Richmond, one of the outstanding leaders in the field, bridged this gap and from her own experience saw the need for training and education. In her book *What Is Social Case Work* she frankly raises the question whether the acts performed by social case workers demand a specialized form of skill and whether they could not have been performed by any intelligent person having tact and a kind heart, but never having had specific training. After an intensive study of the individual acts involved she reaches the conclusion that the *individual* acts could have been performed by the intelligent, tactful, sympathetic but untrained person. She emphasizes, however, that the *combination*

of acts which is necessary to bring about effective and lasting results can be obtained only by the technically trained worker.

The Conference is open to any individuals or organizations interested in the promotion of human welfare and with this conception touches practically all fields of human relations. A conception of its cosmopolitan character can be gained from mention of a limited number of organizations with which its members are affiliated—schools, churches, hospitals, courts, neighborhood houses, protective agencies, family agencies and all of the various institutions of the State. The Urban League (an organization for the advancement of the Negro race) has equal ranking with the Big Brother or Big Sister organizations (created to assist boys and girls who are in danger of becoming delinquent) or with the Visiting Teachers.

An annual meeting is held for a week early in September on the campus of the University Farm School. Study-group instruction of both a practical and technical character is followed for half of the week, the balance of the time being given over to meetings conducted on the discussion plan. Papers presented are published and distributed to the membership.

Relation to Extension Close

Regional or district conferences are held yearly in certain selected sections of the state, the purposes of which are to arouse interest in matters of social welfare, to suggest methods by which the ideals of social work may be attained and to urge education in specific fields.

A Syllabus or Handbook of Social Work especially designed for individuals working in Minnesota has been prepared. Its worth may be measured by its use in other states and by the need for a second or revised edition.

The leaders in the field of social work have fully realized that education is a continuing process, covering the entire span

of life. Based on this conception, the alliance between the General Extension Division of the University of Minnesota and the State Conference of Social Work is most logical. The Extension Division co-operates with the Conference in conducting the study or institute courses offered each September, as well as in conducting the regional conferences. The Conference co-operates with the Extension Division in preparing Correspondence Courses in certain practical aspects of social work, and in urging its members to become interested in or to continue interest in cultural advancement.

Martenis Stresses Importance of Refrigeration

One of the new courses offered with this semester is that in Refrigeration, to be taught by John V. Martenis, Associate Professor of Machine Design.

“A study of the field affected by refrigeration will give one the proper appreciation of its value to the very large number affected by its use and upon the industrial and economic activities of human life,” says Prof. Martenis. “The economic value of refrigeration for the prevention of premature decay of perishable food products both while in storage and during transportation from one end of a continent to the other, cannot be accurately estimated either in dollars or in the satisfaction of having on the table a variety of foods otherwise unattainable.

“Refrigeration affects the conservation of an enormous quantity of food as well as allowing food products to be placed on the market as they are needed by the consumers, which results in a lowering and equalizing of the price of foods.”

All those interested in the course are urged to register as soon as the registration period opens. Time and place are recorded on the accompanying schedule of classes.

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JANUARY, 1930

IT IS MOST IMPORTANT THAT ALL STUDENTS READ *carefully* THE REGULATIONS GOVERNING REGISTRATION WHICH ARE PRINTED WITH THE ACCOMPANYING SCHEDULE OF CLASSES. CERTAIN CHANGES HAVE BEEN MADE CONCERNING PROCEDURE AS WELL AS LENGTH OF THE PERIOD OF REGISTRATION.

Factory Administration Course To Be Inaugurated

Among the courses listed to begin with the new semester we find that of "Factory Administration," which is to be conducted by Mr. J. R. Ridpath, Superintendent of the Bag Department of the General Mills, Inc.

The course in its sixteen lessons will include a study of industrial finance, factory accounts, departmental reports, personnel department, office management, planning of factory buildings, the various departments of any factory, and other general principles, the understanding of which is necessary to factory executives.

As a prerequisite for entrance to this course the student must have completed the course in Foremanship, or present satisfactory evidence to the instructor that he is qualified to take the course.

The class will meet on Fridays, from 7:30 to 9:30, beginning February 7 at Room 7, Main Engineering Building. Registrations will be received through the regular channels.

Discount Abolished

The 10 per cent discount formerly offered to students taking two or more extension courses has been discontinued in accordance with a ruling of the Board of Regents of the University passed at a meeting on December 21, 1929.

Old students who are in doubt about registering for the second semester because they do not know whether they will pass courses which they are now taking should register. Liberal provision is made for the transfer of such registrations to other classes or for refund providing that the request is made immediately.

Read the regulations in the Program of Classes concerning refunds.

Course of Interest to Parents

A Short Unit Course on "Parents and Sex Education" will be offered at the beginning of the new semester by Dr. Chloe Owings, Director of the Social Hygiene Bureau of Instruction.

Consisting of six hours of work given through a series of six or three meetings (to be decided more definitely at the will of the class and instructor), the course will aim to give practical aids for parents on such points as: answering children's questions; shall information be given to children when questions are not asked; are attitudes important, and if so, how and why; and will attempt to supply parents with other information concerning problems they encounter with growing girls and boys.

Arrangements of time and place should be made with Dr. Chloe Owings, Director of the Social Hygiene Bureau, 17 Folwell Hall, University of Minnesota. Telephone, Dinsmore 2760.

The fee for the course will be \$2.

Mental Hygiene Offered

The securing of Dr. E. M. deBerry, physician at the Department of Preventive Medicine and Public Health, as the instructor in a course in Mental Hygiene, to be given the second semester, should be of interest to students interested in psychology as well as nurses.

The course will consist of the history of the movement; its social importance, the factors underlying maladjustments and mental disease; its relation to social work and social agencies; psychiatric practice with illustrative case material.

Prerequisites for the course are: Preventive Medicine and Public Health, 50, 52, or 53, Psychology 1-2, or permission of instructor. The course carries three credits, and will meet on Tuesday evenings from 7:00 to 9:00, beginning February 4, at Millard Hall, on the campus.

"Adult education promotes that temper of life which makes the growth and change of ideas a natural expectation for all ages. It is not a device for getting better jobs, but a new way of looking at life. As it becomes general, the ideas we pass to our children will not be limited to those of our school days, but will be the riper products of mature minds. Thus comes progress, and not mere repetition in human thinking.

"Adult education takes endless forms. Whether as lectures at luncheon clubs, programs of women's groups, night courses in city universities, or correspondence studies—which some universities are fortunately rescuing from exploitation for profit—it has become an important factor in our national life, and is destined to play a far greater part."

—ANTIOCH NOTES

University Evening Students Hold Sixth Annual Holiday Frolic

2000 guests were entertained Saturday evening, December 14, in the Minnesota Union on the University campus, with dancing, refreshments, and an excellent program of entertainment for which was constructed a special stage in the Lounge room of the Union. There was confetti, noise-makers, an abundance of frappé and a general holiday spirit throughout the whole building, to make successful the most widely attended function of the University.

Outstanding among the talent which was secured for this event, were Miss Minnie Hambitzer, St. Paul Symphony soloist, and head of the Vocal Department of the St. Paul Institute of Musical Arts; The Lakeside Quartet, which is a delightful combination of Hawaiian stringed instruments; Russ Brown and his five snappy saxophone artists; "The Man of a Thousand Faces" none other than Phill Joncas who is well known for his characterizations; the Johnstone Sisters in a dancing and singing number that was unique with beautiful costumes and tricky dance steps; the Swedish Concertinist, Alphone Herman; Mr. and Mrs. George Super in an accordion and violin duet; Allen Cory singing popular songs; Harold Lundblad, piano-accordionist; Miss Ethel Dahlheim singing "Little Mother of Mine" and "The Dawn"; Don Harris, Jazz Pianist; Sam Katz singing and playing original numbers; and many other artists whose talent and skill delighted the audience.

Heading the General Arrangements Committee for the party were Mr. Clyde Fornias, Chairman; Mr. Ray Lyons, Vice-Chairman; Miss Eleanor Butler; Miss Myra Heller; Mr. Thomas E. Moore Mr. Edward Ahern; and Mr. C. J. Anderson.

The entertainment program was directed by Mr. Ray Lyons, with Mr. Ross Thompson, Vice-Chairman of the Program Committee; and the Misses Clara Juergens, Frances Hunter, Elsie Sidney, Pauline Pfund, and Messrs. Paul Anderson, C. J. Ackerman, H. W. Griffin, and Chester Fairbanks assisting.

Mr. Elmer Kihlstrum was Chairman of the Refreshments Committee; and Mr. M. C. O'Mara Chairman of the Decorating Committee; with Mr. Eric Rosendahl and Miss Alice McGandy assisting. Miss Anita Boehme was Chairman of the Social Committee.

All tickets for the party were sold in advance of the event and the people in charge reported that ticket sales had to be closed a week previous to the event on account of lack of space to accommodate the guests.

Final examinations begin on January 27, and continue throughout that week. Classes for the new semester begin on February 3. Be there on time!

SUPPLEMENT TO The Interpreter

Program of Late Afternoon and Evening Classes for Minneapolis and St. Paul

UNIVERSITY OF MINNESOTA—GENERAL EXTENSION DIVISION

Second Semester, 1929-30—Beginning Week of February 3—Closing Week of May 26

GENERAL INFORMATION

NEW REGISTRATION REGULATIONS

Read these instructions and follow them carefully.

THE NEW REGISTRATION BLANK FOR THE SECOND SEMESTER, 1929-30.—New registration regulations for the second semester of this year have been adopted by the faculty of the General Extension Division with a view to simplifying registration procedure, and at the same time, to make possible the beginning of full class work with the opening class period of the semester. Students previously registered in the Extension Division classes will undoubtedly appreciate the wisdom of the new procedure.

1. For old students (those registered during the first semester, 1929-30), the regular registration period without payment of penalty fee will begin January 20th, and will end February 1. This means that all students registered in the first semester who wish to re-register for the second semester and to avoid payment of the late registration fee should register between the two above dates. The aim of this is that we may secure in as far as possible complete registration before classes begin. It is in harmony with regular University procedure in the day school, and is in line with our attempt to coordinate as far as possible evening class work with the day school work on the campus.

2. Old students (those registered during the first semester 1929-30) are to be given the privilege of registering during this earlier period through the mail. This obviates for old students the necessity of visiting one of the Extension Division offices in order to register.

3. This registration material is being put into the mail in time for students to receive it before the early registration period, January 20 to February 1, begins.

4. In a letter to be sent to old students will be found a complete supply of registration materials: (a) registration blank with spaces for registering for from one to three separate classes, (b) a complete statement of the registration procedure, (c) a program of classes showing courses to be offered with the time and place of offering for the second semester, 1929-30, (d) a return envelope addressed to the General Extension Division.

5. The registrar's coupon should be filled out in full.

6. All blanks on a set of three registration cards (class file, alphabetical file, and extension class instructor's card) should be filled out for each subject for which the student registers. If the student is registering for one class only one such set of three cards should be filled out. If he is registering for more than one class, a separate set of three cards for each class should be filled out.

7. Students will note that the separate receipt cards formerly attached to each group of registration cards has been discontinued, and that in place of them a single fee statement is made a part of the new registration blank. This fee statement will be filled out by the student, carefully figuring the amount of the fee to cover the classes for which he is registering, the material fees, laboratory fees, if any, etc. The fee for any class will be \$10.00 per course unless indicated differently in the program of classes. **Please note**—according to the Board of Regents ruling at its meeting of December 21, 1929, the 10% discount for students registering for three or more classes was discontinued. A check, money order, or bank draft, for the exact amount of the fees, made payable to the University of Minnesota, may be sent in with the registration blank. Do not trust the mails with cash. If you wish, you may bring the registration blank to one of the registration offices.

8. Under NO circumstances should the student detach any portion of the registration blank. The entire registration blank, after being filled out, should be sent in the return envelope with check enclosed to the campus office of the General Extension Division. The class cards will be sent to the instructor by the General Extension Division. A receipted fee statement will be returned to the student which will be evidence that his registration is satisfactory and complete.

9. If you wish to avoid payment of the late registration fee, be sure that your letter enclosing properly filled out registration blank and check to cover the registration is in the mail on or before February 1, 1930. The assumption of this office will be that letters enclosing registration blanks and checks postmarked after February 1 were mailed after that date, and such registrations will be subject to the payment of the late registration fee and the completion of such registration will be held up until such fee is paid.

10. LATE REGISTRATION.—After February 1 the late registration penalty fee for old students (those registered during first semester 1929-30) will go into effect and all such students failing to register on or before February 1 will be required to pay a late registration fee of

\$1.00 during the week February 3-8 inclusive, and \$2.00 thereafter until the close of the registration period, February 22, 1930.

11. New students (those not registered during the first semester, 1929-30) will register in person at one of the registration offices of the General Extension Division. See page 4.

12. Payment of Fees for New Students: February 8 is the last date for payment of the second semester fees for NEW students without penalty. The penalty for late registration is \$1.00 from February 10 to 15 inclusive, and \$2.00 from February 17 to 21 inclusive. No registrations will be accepted after February 21 without the approval of the Students' Work Committee.

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. New 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.—No student will be regarded as registered in any class until he has paid the required fee and the evidence of this to the instructor shall be the class card sent to him from this office.

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 completed, 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.

CONDITION EXAMINATIONS will be conducted at the convenience of the instructors. Students having conditions 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 \$1.00 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 failure as the instructor may direct.

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.

Engineering Classes—Continued

SUBJECT	TIME	PLACE	INSTRUCTOR
Aviation			
1ex Airplane Construction I.....	Th7:30	Campus Exp. Eng., 209	Gage
2ex Aerial Navigation I.....	W7:30	Campus Exp. Eng., 110	Luethi
3ex Airplane Engines I.....	Th7:30	Campus Exp. Eng., 110	Robertson
4ex Airplane Engines II.....	T7:30	Campus Exp. Eng., 110	Robertson
5ex Airplane Construction II.....	M7:30	Campus Exp. Eng., 110	Ackerman
6ex Elementary Aeronautics I.....	F7:30	Campus Exp. Eng., 110	Boehnlein

Note: Airplane Construction I is a prerequisite for Airplane Construction II and should be taken first.

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

12ex General Inorganic Chemistry and Qualitative Analysis (\$17.00) †	T, Th7:30	Campus Chem., 315T Campus Chem., 210Th	Geiger
2ex Quantitative Analysis (\$17.00) † (Volumetric)	T, Th7:30	Campus Chem., 310T Campus Chem., 315Th	
7ex Quantitative Analysis (\$17.00) † (Pre-Medical)	T, Th7:30	Campus Chem., 310T Campus Chem., 315Th	Geiger
c2† Organic Chemistry (\$25.00)	T, Th7:30	Campus Chem., 325T Campus Chem., 390Th	Lauer

1ex Petroleum and 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

c52 Highways and Pavements II.....	W7:30	Campus Exp. Eng., 215	Lang
c32 Structural Design II.....	T7:30	Campus Main Eng., 201	Darrell
c142 Reinforced Concrete II.....	F7:30	Campus Main Eng., 201	Darrell
21 Curves and Earthwork.....	T7:30	Campus Main Eng., 215	Cutler
135 Reinforced Concrete Bldg. Design	W7:30	Campus Main Eng., 227	Wise
143 Reinforced Concrete Arch Design	Th7:30	Campus Main Eng., 227	Wise

Electrical Engineering

c113 Direct Current Machinery II (Elementary Electricity).....	W7:30	Campus Elec. Eng., 138	Hartig
c114 Direct Current Laboratory II (Experimental Electricity).....	T7:30	Campus Elec. Eng., 107	Todd
c*123 Alternating Currents II.....	T7:30	Campus Elec. Eng., 237	Johnson
c124 Alternating Currents Lab. II.....	Th7:30	Campus Elec. Eng., 107	Kuhlmann
c236 Electric Machine Design II.....	M7:30	Campus Elec. Eng., 107	Kuhlmann
c66 Radio Communication II.....	Th7:30	Campus Elec. Eng., 339	Swanson

Engineering Drawing

1-2 Elem. Mechanical Drawing I-II.....	Th7:30	Campus Main Eng., 201	French
1-2 Elem. Mechanical Drawing I-II.....	Th6:00	St. P. Hoist & Derrick	Herrick
c2 Elem. Mechanical Drawing II.....	F7:30	St. P. Hoist & Derrick	Dow
c16 Structural Drafting II.....	Th7:30	Campus Main Eng., 201	French
c16 Structural Drafting II.....	Th6:00	St. P. Hoist & Derrick	Herrick

NOTE 1. Courses marked with a star (*) require a \$1.00 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 \$4.00 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

Engineering Drawing—Continued

SUBJECT	TIME	PLACE	INSTRUCTOR
45 Teacher's Drawing Course.....	Th7:30	Campus Main Eng., 201	French
*81 Cost Estimating.....	F7:30	Campus Main Eng., 201	French
*48 Plan Reading.....	Th7:30	Campus Main Eng., 201	French
c32 Advanced Mechanical Drawing II	Th6:00	St. P. Hoist & Derrick	Herrick
c32 Advanced Mechanical Drawing II	W7:30	Campus Main Eng., 101	Herrick
c36 Machine Design II.....	W7:30	Campus Main Eng., 101	Herrick

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

c*2ex Shop Mathematics II (Elem. Algebra).....	M6:30	Campus Main Eng., 106	Edwards
c10 Shop Mathematics IV (Higher Algebra).....	M8:15	Campus Main Eng., 107	Edwards
c7 College Algebra II.....	T7:30	St. P. Mech. Arts H. S.	Dow
c7 College Algebra II.....	T7:30	Campus Main Eng., 104	Teeter
c12 Trigonometry II.....	M7:30	Campus Main Eng., 104	Wilcox
c12 Trigonometry II.....	W7:30	St. P. Mech. Arts H. S.	Dow
c13 Analytical Geometry II.....	T7:30	Campus Main Eng., 5	Wilcox
c24 Differential Calculus II.....	T6:30	Campus Main Eng., 106	Edwards
c25 Integral Calculus II.....	Th8:15	Campus Main Eng., 106	Edwards
c25 Integral Calculus II.....	W4:00	St. P. Y.W.C.A.	Edwards
c*151 Differential Equations II.....	Th8:15	Campus Main Eng., 136	Edwards
c11ex Steinmetz Engineering Mathematics.....	T9:30	Campus Main Eng., 106	Edwards

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
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Mechanical Engineering

2ex Advanced Metallography (Alloy Steels).....	W7:30	Campus School of Mines, 111	Harder
*43 Engine Room Practice.....	M7:30	Campus Mech. Eng., 252	Martenis
*1ex Piping Layouts.....	W7:30	Campus Mech. Eng., 252	Martenis
166 Refrigeration I.....	F7:30	Campus Mech. Eng., 252	Martenis
c137 Fuels and Their Combustion II.....	F7:30	Campus Exp. Eng., 209	Shoop
171 Production Factors.....	M7:30	Campus Mech. Eng., 154	Shipley
1ex Foremanship.....	T7:30	Campus Main Eng., 7	Ridpath
2ex Factory Administration.....	F7:30	Campus Main Eng., 7	Ridpath
150 Gas and Oil Engines.....	T7:30	Campus Exp. Eng., 110	Robertson

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

c150ex Practical Physics II.....	W7:30	Campus New Physics, 133	Bleakney
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Structural Engineering

c32 Structural Design II.....	T7:30	Campus Main Eng., 201	Darrell
c142 Reinforced Concrete II.....	F7:30	Campus Main Eng., 201	Darrell
135 Reinforced Concrete Bldg. Design	W7:30	Campus Main Eng., 227	Wise
143 Reinforced Concrete Arch Design	Th7:30	Campus Main Eng., 227	Wise

General Extension Division Certificate. All other courses do carry college credit for properly qualified students.

NOTE 4. Extension courses in Engineering and Architecture carry credit toward a degree in the College of Engineering and Architecture only as a result of the comprehensive examination conducted by that college.

NOTE 5. Courses marked with a "c" are continuations of first semester courses and should not be registered for by students not having had the equivalent of the preceding course.

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. Old students may register by mail.

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.

A course cannot be cancelled or added to a student's program without the approval of the Students' Work Committee. Students who stop attending a class without having it officially cancelled will receive a failure in the course, and likewise will receive no credit for a course that is taken, if the student is not properly registered for that course. The failure of the instructor to receive a class card is usually an indication that the registration for the course is not correct. To adjust these matters the students should consult the Students' Work Committee.

REFUNDS

Students who cancel their registration before the middle of any semester may obtain a pro rata refund of the tuition fee according to a scale established by the Board of Regents, 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.

WHERE CLASSES MEET

West High, Hennepin Avenue and 28th Street, Minneapolis
Vocational High, 11th Street and Fourth Avenue South, 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, 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

WHERE TO REGISTER

MINNEAPOLIS: 402 Administration Building, University of Minnesota, (Campus)
Dinsmore 2760, Thomas A. H. Teeter, Acting 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.

From January 27 to February 1 the offices will be open from 8:30 a.m. to 6:00 p.m. From February 3 to February 8 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. (Saturday till 12 m.) Last day for registration without payment of privilege fee, February 1, 1930, for old students and February 8 for new students.

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.

REGISTER EARLY, and save the late registration fee. Last day for registration without penalty for old students is February 1. Last day for registration of new students without penalty is February 8.

For full information on registration procedure see page 1 of this Program of Classes.

PRESIDENT COFFMAN URGES IMPORTANCE OF LEISURE

The use that man makes of the leisure time given to him by the machine's taking over the really burdensome work of the world is the standard by which we can judge the success or failure of an industrial age, said President Lotus D. Coffman, of the University of Minnesota, to the representatives of many universities who were gathered for the inauguration of President R. A. Kent, of the University of Louisville.

"It is a fact, I believe," said Dr. Coffman, "that every new economic freedom has released human energy and new spiritual forces, and as a result the people have turned to the schools, colleges, and universities for guidance.

"Benefactions totaling hundreds of millions and revenues running into still larger figures are provided annually for the support of the universities. This is in itself an evidence of appreciation and confidence in these institutions. To do their work well they must live in an atmosphere of freedom, undominated and uncontrolled by any particular group or interest. They must be free to seek the truth and to teach it, free to study and interpret the forces of life and to expound them; otherwise they can not be lighthouses or dynamos for those who seek light or desire power.

"And they must be open to the thousands who clamor at their doors seeking that background of knowledge so necessary to understanding life. The rancor of the market place and the cries of the forum must never disturb their tranquility of mind if they are to be able to think on life and interpret its meanings.

"Man's capacity for culture has been raised by the new standards of living and the amazing development of communication, travel and industry. He has more leisure. The best music, drama, literature are now within the reach of everyone. In the field of art, beauty in new forms is constantly being created and displayed on every hand. Never before was there such need for instruction in the humanities as an antidote to industrialism, and never before were so many responding to the call.

"Today the movement for adult education is of as great social and ethical significance as the movement for the education of youth. If leisure be used solely or largely for personal gratification, the cause of civilization will not be advanced by it. The great inheritances of the race are not found in capital, in vast organizations, or in mass production, but in those spiritual possessions which should guide us in the way of tolerance and co-operation.

"In such ways the world should be changed for man's benefit. Economy, efficiency, and organization must be substituted for waste, inefficiency and chaos;

plenty, health and education for famine, disease and ignorance. As the benefits of science are scattered, the opportunities for self training are increased. As man becomes more certain of the food, shelter and clothing needs of life, the opportunities for building a new and greater civilization are enhanced.

"The schoolmasters of this generation and those who are interested in the ideals they represent cannot sit on the sidelines and watch this onward sweep of things without civilization paying a heavy toll for their neglect. Whether our children shall be subjects or freemen in thought, whether personality shall be stifled by technique, whether broader bases shall be provided for those who are being sharpened by industry, whether knowledge shall be synthesized and made of broader application, whether leisure shall lift man off the plane of the sensuous to the higher moral and spiritual conceptions of life, these are matters of supreme importance."

New Liberal Arts Certificates

Three new certificates in the Liberal Arts field are offered by the General Extension Division beginning this year: a certificate in Social Science, 45 credits; a certificate in Liberal Education, 45 credits; and a Language-Literature certificate group, 45 credits. These certificates are especially designed for those people not interested in securing a Bachelor's degree from the University of Minnesota, who are interested in widening the cultural horizons of their lives, and in securing a more intimate acquaintance with some of the fields of knowledge of peculiar interest to the world today. It is to be noted, however, that all three of these certificates consist of courses which carry University credit and should any student taking the work toward one of these Liberal Arts certificates later decide to apply them toward either a Junior College certificate, or toward a Bachelor's degree in the College of Science, Literature, and the Arts of the University of Minnesota, it would be found that these credits could be applied without difficulty toward either of these objectives. The requirements for these three certificates will be found below:

Certificate in the Social Sciences

Forty-five credit certificate in Social Sciences. Prerequisites: 9 credits in English Composition or exemption from the requirement. (These credits in English not to be counted toward the certificate.)

History 1-2, 7-8, and one course in History numbered above 50—15 credits.

Economics 6-7, and one course in Economics numbered above 50—9 credits.

Political Science 1, 3, and one course in Political Science numbered above 50—9 credits.

Sociology 1, 6, and one course in Sociology numbered above 50—9 credits.

Three credits to be taken from courses numbered above 50—Geography, History, Political Science, Sociology, or Economics.

Liberal Education Certificate

Forty-five credit certificate in Liberal Education. Prerequisite: 9 credits in English Composition or exemption from the requirement. (These credits not to be counted toward the certificate.)

Philosophy 1, 3 or 10—3 credits.

Psychology 1-2—6 credits.

Political Science 25—3 credits.

History 1-2—6 credits.

Sociology 1, 6—6 credits.

Economics 6-7—6 credits.

English—6 credits. In addition to fulfillment of English Composition requirement noted above.

Nine additional credits may be taken from credit courses in Psychology, History, Political Science, Philosophy, Sociology, Economics, English, Art, Geography, Astronomy, Greek and English, Home Economics, Music, Preventive Medicine, Speech or Mathematics. Six of these 9 credits must, however, be in courses numbered above 50.

Certificate in Language-Literature Group

Forty-five credit certificate in Language-Literature group course. Prerequisite: 9 credits in English Composition or exemption from the requirement. (These credits in English Composition not to be counted toward the certificate.)

English Literature 21A, 21B, 22, Shakespeare 55-56, American Literature 73-74—21 credits.

Credits in Foreign Language: French, Spanish, or German. One to be chosen.

German 1A-B, 2A-B, 10A-B, 13A-B—24 credits.

French 1-2, 3, 6ex-7ex, 20—24 credits.

Spanish 1-2, 3, 20, 65-66—24 credits.

Thoughts from Outside

"Perhaps the preponderance of educators in the university extension student body has been responsible for the change of attitude on the part of the colleges and universities. They, at least in their administrative departments, are no longer opposed to university extension. On the contrary, they use every method they can devise to attract university extension students. And here, as elsewhere, eagerness to sell a product has led to such changes in the standard and quality as will procure for it the widest market.

"A glance at university extension programmes shows that they are no longer restricted to formally educational courses. Work for the blind, the alien, for civic improvement, for child welfare, and countless other activities, that have less to do with education than with community service, now come within the scope of university extension."

THE "PARCH"

By a Former Student in Composition

The sermon had been good. His people had liked it, and at the close of the service they had pressed eagerly about him. But as he strode homeward across the Welsh countryside the memory of their approbation was not foremost in his mind. He was enjoying in retrospect the exultant power with which he had transported his congregation and drawn forth unusually fervent "Amen's."

Three weeks before, when he had been invited to preach at Nant Glynn, the invitation had seemed a tribute in itself, coming as it had from the pastor of one of the larger charges in the district to the young preacher at Llanrhwt, who had not yet been ordained. Well, he had justified Griffith's faith in him. The older preacher, as well as his congregation, had made that clear. Their praise had been pleasant, but he had known that his sermon was good,—had been confident of the message he had to offer and of his ability to deliver it.

At the Synod next month new appointments would be made. Would he be returned to Llanrhwt? He knew he could handle a charge like Nant Glynn. He had been given considerable recognition in the district, and he knew that Griffith's influence would be behind him. Of course, he was not yet ordained, but within a few months he could complete his studies, and until his ordination was possible a special dispensation might be made if sufficient influence could be brought to bear upon the dignitaries who apportioned the charges.

But, after all, was Nant Glynn, or some other charge of its size, what he wanted? It would not differ essentially from the charge at Llanrhwt. The congregation would be larger, the church less impoverished, and the parish more centralized. But there would be the same narrow, pious people, the same restrictions, and the same limitations. What could he really hope to accomplish there? To work for the rest of his life as he had worked these three years, to grow old in the ministry as Griffith had done, and after thirty or forty years,—incomprehensible period,—to see behind him no more accomplished than the building of a new meeting house or two, baptisms, marriages, and funerals. There was surely a greater work than this for him.

Dusk had fallen and Robert was so engrossed in his reverie that he was not aware of the figure in the path before him until his brisk strides had placed him almost beside the other man. They walked on together, and his companion, who like Robert, was returning from Nant Glynn, complimented him on the service and volunteered the conjecture that Llanrhwt would lose its preacher after the conference next month. The young preacher was surprised and rather frightened at

the answer he heard himself making:

"Yes, I'm thinking of going away, to Australia or America. America, probably. My Uncle William is there, you know. He has taken up a farm there in the state of Wisconsin."

Robert first heard of the new Welsh settlement at South Bend, Minnesota, that day in the autumn of 1854 when he was ordained to the ministry at the conference in Janesville, Wisconsin. In fact, the new settlement in the fertile valley of the Minnesota River was the principal topic of conversation among the ministers at the conference. He was interested, but there were Ann and the baby, John, to consider. It would be better, he concluded, to take the charge at Dodgeville, which had been assigned to him. Perhaps in a year or two, God willing,—

In May of 1856 he arrived with his tired little family at the log village on the great bend of the Minnesota. That sturdy old pioneer, his Uncle William, had preceded him here the spring before, had homesteaded the land which was expected to become in a year or two a part of the townsite of South Bend, and was now operating a sawmill on the edge of the village. A large Welsh colony from Jackson, Ohio, had just arrived, and the hospitality of South Bend was taxed to its utmost, but Aunt Jane somehow made room for her husband's nephew and his family.

By this time the hilly timber tracts along the Minnesota and Blue Earth Rivers had all been taken up, and there remained for homesteading only the exposed prairie land which was considered uninhabitable. But toward the middle of the summer it became known that an American who had homesteaded farther up the Blue Earth wanted to sell his place. The land itself was reported to be desirable and the American had built on it a comfortable log cabin. So Robert hurried out to see him, and they struck a bargain which involved much credit and little else. Thus Robert became the owner of enough land to constitute a sizable shire in Wales, and Ann set up housekeeping in the largest cabin in the locality.

He worked that summer with his uncle at the mill. Theirs was the only sawmill in the settlement, and there were over two hundred cabins to be built before winter. As for the church,—the various sects were beginning to break away from the Union Church which had been organized by the first settlers the year before. A Calvinistic conference had just been organized, and Robert and his fellow Wesleyans planned and discussed the organization of a Wesleyan Church. He was happier than he had been since his arrival from Wales six years before. Here at last the new country seemed capable of fulfilling its promise.

One warm afternoon in August young Owen Roberts, who had been delegated to bring the mail from the new post office at Judson, brought a letter down to the mill. Robert read it, leaning against a pile of fragrant lumber. His father wrote that they were lonely in Llanrhwt. His brother Thomas and his sister Louisa had both gone as missionaries to Australia, and the old people wanted Robert to come home. They offered him the little farm in Denbighshire if he would come back.

When he read the letter to Ann he tried to tell her what this new country meant to him. But she didn't seem to understand. She looked puzzled for a moment and then told him that of course he must do what he thought best. He answered his father's letter at once and told him that he would not exchange his new home in America for the whole of Wales.

* * * * *

The reins hung loosely in the "Parch's" hands, and Old Tip plodded along the Minneopa Road at a pace suited to her years and her inclination. They were returning to Mankato from a visit to John at the old farm on the Blue Earth. When they reached the cemetery hill Old Tip slowed up and looked back over her blinds. They often drove in here. It was the resting place of Ann. But the "Parch." indicated that they would not stop tonight. He was going to preach again tomorrow and he wanted to brush up on his sermon before supper. Tomorrow was the fiftieth anniversary of the old South Bend Church, and although he had been retired for several years, the "Parch." its founder, was to preach the sermon.

EDITOR'S NOTE.—We wish to remind our readers that any comments or contributions from students or former students are welcome by the INTERPRETER, and are used for publication whenever possible.

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EDUCATION A LIFELONG PROCESS

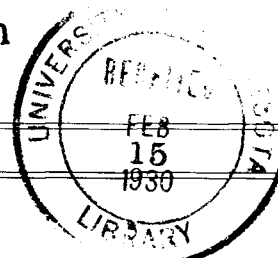
The Interpreter

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"THE DISTINCTION OF WORTH"

By A. H. SPEER, Head of the Correspondence Study Department



A. H. SPEER

ing of the best,—this idea forms a goal for every aspiring youth. But he who courts mediocrity can never be deserving of the best.

Personality Versus Mediocrity

Mediocrity is maddening,—is destructive of life and liberty, of progress and advancement.

The expression—the average man—suggests the wide spread tendency to minimize and even deny the significance of personality. An advanced school of psychology holds that personality is simply the way the nervous organization works and is similar to the running of a gas engine.

Is there a gain in depersonalizing humanity? Is there not more gain in establishing that form of education which allows the person to realize the goal of choice,—that form of education which cultivates selective thinking? This selective thinking makes for personality. "Our daily choices determine what we ourselves become and they do something else also; the total of them has survival value for some particular type of man."

Character Detected Instinctively

Masterful personalities are many, and they are, one and all, illustrative of a high type of thinking which belies the gas engine theory. It goes without saying that the strong personalities of mankind have

made choices thick and fast, and personality is the sum total of our choices. Their selective thinking shoots out judgments like the machine gun shoots bullets. The mediocre man, in contrast, is a blunderbuss in thinking.

Helen Keller, deaf and blind, has by almost superhuman selectiveness, overcome her other handicap of dumbness. She hears what others do not hear; she sees what others do not see and she speaks as others do not speak. She has been trained or, better yet, has trained herself to think not only the subtleties of mathematics and the sciences but to feel the fullness of perfection. She is educated according to Kant who says that "the aim of education is to give the individual all the perfection of which he is susceptible."

Miss Keller reaches beyond human ken and is quick to feel personality and can detect character by a person's atmosphere. She is attracted or repelled. She feels the evil person near her. It is said she tells the size of her audience by vibrations that come to her from the different personalities present before her. All honor to the teacher who has had a part in guiding her choices and stimulating her selective thought.

When Robert Millikan says that through pure scientific method "we in 200 years, began to know a God, not of caprice and whim, such as were the gods of the ancient world, but a God who works through Law," he reveals a life time of selective thinking which not only has moulded him into a powerful personality, but, also, the total of his thoughts has "survival value" creating "a particular type of man."

Edison by his myriad of thought selections moulds a personality of genius. His choices are innumerable and his judgments unerring. His life is a concentrated solution of hard work.

The selective thoughts of Herbert Hoover bespeak the broad prairie in their expansiveness. His choices mark a sane, sober, and comprehensive type of personality. The judgments of the years

gone by would show that Mr. Hoover is deserving of the "distinction of worth."

Trifles Mean Much

Mediocrity has no place in these persons. They radiate positive personalities worthy of emulation. Their myriad thought selections suggest the old saying that "Trifles make Perfection and Perfection is no Trifle"—"Our existence is not measured by what we can get or what we can do, but by what with our getting and doing we may become."

True worth does not depend so much, however, on what we are to ourselves as on what others are to us, and this does not mean in an objective way only. "Respect for the personality of others involves a sacred reverence for the inner personality of others" says Henry Churchill King. And this reverence involves a sacrificial turn and a self forgetful spirit. *We place the worth of the other person first.*

A Test of Civilization

A Real person—a real personality—respects the personality of others. Royce says that "Essential contempt for the personality of others underlies all moral outrages." So the crime-man shows contempt and only the real-man recognizes the priceless and inviolable sacredness of personality.

We feel we grow inside as we feel we respect real personal worth outside. Self-respect follows fellow-respect and is a necessary accompaniment of happiness. As we grow we should idealize everything in our career. We should place great pictures on the wall, we should hold great models in mind. And most of all we should place personality on a pedestal.

Respect for personality is a test of civilization and man grows in the "distinction of worth" just as he recognizes the real worth of others. Solitariness of soul has no place here for the real growth of a person must take place in the presence of other men. The interaction of souls is necessary to all progress.

The Interpreter

Published monthly except July and August, by the General Extension Division, University of Minnesota, at Minneapolis.

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Advisory Committee

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

Alta J. Jones - - - - - Editor

FEBRUARY, 1930

The latest news from Director R. R. Price, who is absent on sabbatical leave tells us that he is at Villefranche-sur-Mer, a village in the south of France, nine miles from Monte Carlo and three miles from Nice.

With the letter he enclosed a post card picture of the town. It looks so inviting that we wish we could publish it for all our readers.

Lantern Club Notes

A one act play "That's That" was presented by the club at its regular meeting on January 17th. The play was written and directed by Ingeborg Nystrom, a member of the club. It is the intention of the club to present one act plays from time to time and an effort is made to develop local talent in writing, staging and acting.

Tryouts for membership are held at the beginning of each semester. Anyone interested in becoming a member is invited to attend the meeting which will be held on February 21st at 8:30 p.m. in Room 19 of the Music Building.

St. Paul Has Party

St. Paul students, 600 strong, enjoyed themselves highly at the Fourth Annual Mid-Year Party sponsored by the St. Paul Evening Students' Council, January 18, at the Knights of Columbus Hall.

A program of dancing, cards, accordion specialties, Spanish dances, and specialty dances was successfully carried out by the efforts of the committees appointed by the council, as follows: General Arrangements, Stella E. Heinze, Roy L. Miller, Anne Schwartz; Ticket Sales, Kenneth L. Sansome, L. J. Loss, Robert A. Wall, Wm. H. Schubert; Floor, Robert K. Damkroger, Albert Ohlander, G. Edward Davis, George Wachholz, Ernest J. Fuerst; Social, Georgia T. Whitcher, Bernice V. Crocker, Roxanna M. Defoe, Elsa Ihm, James M. McGuire; Publicity, Edmund A. Nightingale, Edward J. McKendrick; Entertainment, Armin Buetow, Lola A. Fay, Bernice L. Virtue, Harold D. Simerman, Donald Knebel.

Chaperones for the party were Mr. and Mrs. William Leborius, Mr. and Mrs. C. H. Dow, and Mr. and Mrs. O. C. Edwards.

Official Notices

Attention is called to the fact that students may transfer from one course to another without charge. Any student who finds the class for which he is registered does not fit in with his needs may transfer to another class by the simple procedure of notifying the general office of the Extension Division on the University Campus. Such transfer must, however, be made before February 21, 1930, the date on which registration for all extension classes closes.

Use the Work Committee

All new students attending the evening classes of the University for the first time are urged to take advantage of the opportunity offered thru the Extension Division to secure advice on all matters of credits, outlining of course, etc. If you are in need of help call the Extension Division and arrange for an interview with the Students' Work Committee.

With the inauguration of the new registration procedure it becomes possible for all extension instructors to teach a full class period on the first class night of the new semester. Be sure to be present for the first class period.

Watch Your Absences

According to faculty ruling more than three absences on the part of a student makes it impossible for the student to take the final examination and receive credit for the course, without the approval of the Students' Work Committee on recommendation of the instructor concerned. Be regular in your attendance.

Change in Registration

Students registering for "no credit" may change their registration to "credit" any time before the eighth week of the semester. After the eighth week of the semester no change from "no credit" to "credit" may be made. Such change must be made in writing to the office of the General Extension Division. Students have the privilege of changing from "credit" to "no credit" any time before the last week of the semester.

Cancellation of Courses

Students who cancel their courses before the middle of the semester may obtain a pro rata refund of the tuition fee, providing written notice is given the Division at the time of cancellation. Two dollars of each fee is non-refundable, being withheld to cover cost of registration. Students may save time in securing refunds by applying in person at the general office of the Extension Division on the University Campus.

No classes will be cancelled by the Extension Division that can possibly be carried. By early registration and regular attendance you will make sure the carrying of all classes scheduled.

In the printed program of classes will be found a complete statement of faculty regulations. Do not fail to read them, and to follow them.

Large Enrollment for Short Course

The course for embalmers has a registration of 72 students, who have come from fourteen different states, as shown in the following list:

51 from Minnesota*
4 from North Dakota
4 from South Dakota
3 from Iowa
2 from state of Washington
2 from Wisconsin
1 from Oregon
1 from Saskatchewan
1 from Michigan
1 from Nebraska
1 from Oklahoma
1 from California

72—Total

* Five of these are from St. Paul and six from Minneapolis.

Lecture Bureau Plans Programs

During the past few years there has been an increasing demand for the better class of entertainments and lectures through this bureau. To meet this demand for the season of 1930-31, we have made arrangements for time blocks on a number of distinguished lectures, and entertainments, dramatic and musical.

Vilhjalmur Stefansson, the "dean" of Arctic explorers, again heads the list of lecturers for the coming season, available in late October and early November, 1930. Mr. Stefansson will accept a few engagements in or near the Twin Cities during February of this year at attractive prices, in connection with his lectures at the University. Arrangements for these should be made as soon as possible.

Another lecturer, very popular with schools and colleges and clubs is Dr. Emanuel Sternheim, an Englishman by birth and training—an American by adoption. He lectures on such subjects as "The Challenge of Modern Youth," "Communities' Responsibilities," "Babbitt—A Challenge to Men" and others.

In the dramatic line are offered the University Players under the direction of Mr. Edwards Staadt, dramatic director at the University and playwright; also the Community Players under the direction of Arthur MacMurray in the popular comedy "Skidding," which recently appeared at the Shubert Theater, Minneapolis.

Among the entertainment numbers are The Fisk Jubilee Singers, pre-eminent in Negro ensemble singing, who are internationally known. They drew the largest audience of any attraction presented at the University Minnesota Summer School last season—1800 paid admissions. The Singers received an ovation.

The list of musical and lyceum numbers is a long and inviting one. Why not write to the Lecture Bureau for complete information?

SUPPLEMENT TO
The Interpreter

CORRESPONDENCE STUDY DEPARTMENT

UNIVERSITY OF MINNESOTA—GENERAL EXTENSION DIVISION

"For reason is experimental intelligence, conceived after the pattern of science, and used in the creation of the social arts; it has something to do.—Intelligence is not something possessed once for all. It is in constant process of forming, and its retention requires constant alertness in observing consequences, an open-minded will to learn and courage in readjustment."—John Dewey.

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 thoroly.

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. Eight courses are now available; others will be added from time to time.

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

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

New China and Her Problems—prepared by No Yong Park, formerly Lecturer in the General Extension Division.

Romance of Chemistry—prepared by Lillian Cohen, Associate Professor of Inorganic Chemistry.

The Middle West in American Literature—prepared by Tremaine McDowell, Associate Professor of English.

Prehistoric America—prepared by Wilson D. Wallis, Professor of Anthropology.

Modern India—prepared by David Willson, Instructor in History.

Modern Plays—prepared by Edgar Wise Weaver, Instructor in English.

*Newer Tendencies in Psychology—prepared by Kate M. Hevner, Assistant Professor in Psychology.

LIST OF CORRESPONDENCE COURSES

High School Courses may be found on page 4.

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

* Courses now in preparation.

SUBJECT	CREDIT	FEE	INSTRUCTOR	SUBJECT	CREDIT	FEE	INSTRUCTOR
ESPERANTO				MUSIC			
Beginning Esperanto	0	10.00	Wendell	Harmony I	3	10.00	Malcolm
Advanced Esperanto	0	10.00	Wendell	Harmony II	3	10.00	Malcolm
GERMAN				Harmony III	3	10.00	Malcolm
Beginning German I.....	5	17.00	Burkhard	PERSONNEL ADMINISTRATION			
Beginning German II.....	5	17.00	Burkhard	Personnel Administration	3	10.00	Stead
Beginning German III.....	5	17.00	Burkhard	Advanced Personnel Administration.....	3	10.00	Stead
Rapid Reading I.....	5	17.00	Kroesch	PHYSICS			
Elementary Composition I.....	3	10.00	Lussy	Elementary Physics A.....	0	10.00	Priester
Elementary Composition II.....	3	10.00	Lussy	Elementary Physics B.....	0	10.00	Priester
Drama I	4½	15.00	Davies	Elements of Mechanics and Sound	3	10.00	Edwards
Drama II	4½	15.00	Davies	Heat	3	10.00	Edwards
Chemical German I.....	3	10.00	Lussy	Optics	3	10.00	Edwards
Chemical German II.....	3	10.00	Lussy	Magnetism and Electricity.....	3	10.00	Edwards
Medical German I.....	3	10.00	Burkhard	POLITICAL SCIENCE			
Medical German II.....	3	10.00	Burkhard	American Government	5	17.00	Saunders
GEOLOGY				Municipal Government	5	17.00	Starr
Dynamic and Structural Geology.....	5	17.00	Thiel	Municipal Government—Short Course.....	0	10.00	Starr
GREEK				State Government	5	17.00	Field
Beginning Greek I.....	5	17.00	Savage	Comparative European Government	5	17.00	Starr
Beginning Greek II.....	5	17.00	Savage	World Politics	5	17.00	Mills
Beginning Greek III.....	5	17.00	Savage	International Law	5	17.00	Quigley
History—Xenophon's Anabasis	5	17.00	Savage	American Parties and Politics.....	3	10.00	Saunders
History—Herodotus	5	17.00	Savage	PREVENTIVE MEDICINE			
Epic Poetry	5	17.00	Savage	Elements of Preventive Medicine.....	3	10.00	Diehl
Philosophy	3	10.00	Savage	Health Care of the Family.....	3	10.00	Boynton
Oratory	3	10.00	Savage	PSYCHOLOGY			
Dramatic Poetry	3	10.00	Savage	General Psychology I.....	3	10.00	White
HISTORY				General Psychology II.....	3	10.00	White
Ancient History I.....	5	17.00	Perry	Psychology Applied to Daily Life.....	3	10.00	White
Ancient History II.....	5	17.00	Perry	Employment and Vocational Psychology	3	10.00	Williamson
Europe in the Middle Ages.....	5	17.00	Perry	ROMANCE LANGUAGES			
Modern World I.....	5	17.00	Mudgett	FRENCH			
Modern World II.....	5	17.00	Mudgett	Beginning French I.....	5	17.00	Frelin
Modern World III.....	5	17.00	Mudgett	Beginning French II.....	5	17.00	Frelin
English History I.....	5	17.00	Mudgett	Intermediate French I.....	5	17.00	Frelin
English History II.....	5	17.00	Mudgett	Intermediate French II.....	5	17.00	Frelin
American History I.....	5	17.00	Perry	Scientific French I.....	3	10.00	Frelin
American History II.....	5	17.00	Perry	Scientific French II.....	3	10.00	Frelin
Recent American History	5	17.00	Perry	Scientific French III.....	3	10.00	Frelin
HOME ECONOMICS				Elementary French Composition.....	3	10.00	Frelin
Household Budget	3	10.00	Kelley	Advanced French Composition.....	3	10.00	Frelin
Textiles	3	10.00	Caplin	SPANISH			
HYGIENE				Beginning Spanish I.....	5	17.00	Cleifton
Hygiene of Maternity and Infancy.....	0	00.00	Hartley	Beginning Spanish II.....	5	17.00	Cleifton
JOURNALISM				Intermediate Spanish I.....	5	17.00	Cleifton
Reporting I.....	3	10.00	Kildow	Intermediate Spanish II.....	5	17.00	Cleifton
Reporting II.....	3	10.00	Kildow	Elementary Spanish Composition.....	3	10.00	Arjona
Reporting III.....	3	10.00	Kildow	Advanced Spanish Composition.....	3	10.00	Arjona
Editorial-Writing I.....	0	10.00	Kildow	SCANDINAVIAN			
Editorial-Writing II.....	0	10.00	Kildow	NORWEGIAN			
Newspaper and Magazine Articles I.....	3	10.00	Steward	Beginning Norwegian I.....	4	13.50	Madsen
Newspaper and Magazine Articles II.....	3	10.00	Steward	Beginning Norwegian II.....	4	13.50	Madsen
News Gathering for Clubs and Organizations	3	10.00	Steward	Intermediate Norwegian I.....	4	13.50	Madsen
*Rural Community Reporting	3	10.00	McCoy	Intermediate Norwegian II.....	4	13.50	Madsen
LATIN				Advanced Norwegian I.....	5	17.00	Madsen
Beginning Latin I.....	5	17.00	Cram	Advanced Norwegian II.....	5	17.00	Madsen
Beginning Latin II.....	5	17.00	Cram	SWEDISH			
Caesar	5	17.00	Cram	Beginning Swedish I.....	4	13.50	Stomberg
Cicero I	5	17.00	Cram	Beginning Swedish II.....	4	13.50	Stomberg
Cicero II.....	5	17.00	Cram	Intermediate Swedish I.....	4	13.50	Stomberg
Virgil's Aeneid I.....	5	17.00	Pike	Intermediate Swedish II.....	4	13.50	Stomberg
Virgil's Aeneid II.....	5	17.00	Pike	Swedish Literature I.....	3	10.00	Stomberg
Livy, Book I	4½	15.00	Pike	Swedish Literature II.....	3	10.00	Stomberg
Plautus and Terence	4½	15.00	Pike	*Swedish Literature III.....	3	10.00	Stomberg
LIBRARY TRAINING				SOCIOLOGY			
Elementary Classification	3	10.00	Penrose	Introduction to Sociology.....	5	17.00	Lundquist
Elementary Reference	3	10.00	Greer	Principles of Social Work.....	3	10.00	Doyle
*Elementary Cataloging	3	10.00	Penrose	Rural Sociology	5	17.00	Lundquist
MATHEMATICS				The Occurrence of the Socially Inadequate	3	10.00	Fenlason
Higher Algebra I.....	5	17.00	Priester	Field Work in Rural Sociology.....	I or more	5.00	Lundquist
Higher Algebra II.....	5	17.00	Priester	Elementary Case Work.....	3	10.00	Salsberry
Trigonometry	5	17.00	Priester	Social Protection of the Child.....	3	10.00	Doyle
Plane and Solid Analytical Geometry.....	5	17.00	Priester	Social Organization	3	10.00	Lundquist
Differential Calculus	5	17.00	Edwards	Rural Community Organization.....	3	10.00	Lundquist
Integral Calculus	5	17.00	Edwards	The Family	3	10.00	Lundquist
Differential Equations	5	17.00	Priester	Social Progress	3	10.00	Lundquist

* Courses now in preparation.

HIGH SCHOOL COURSES

High School courses are offered for the purpose of preparing students to meet the entrance requirements of a college or university. They also have their place in the general education of persons who may not be candidates for 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.

CREDITS

The Correspondence Study Department does not issue a high school diploma. A "unit" as granted for high school courses is the equivalent of one year's full time study in residence. Most of the correspondence study courses carry one-half unit or are equivalent to a semester's work in residence.

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 sub-

ject, 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 prepare for college entrance in the following ways:

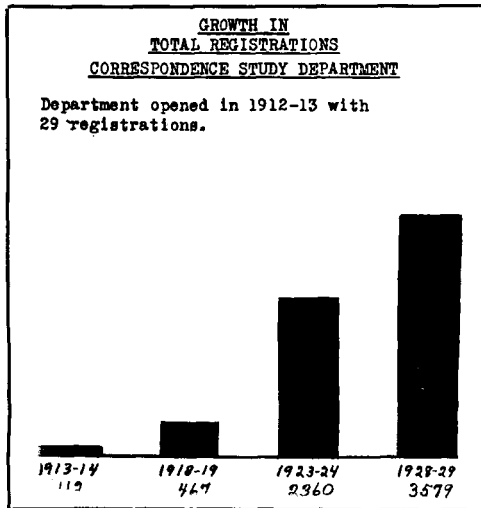
1. If he is a high school graduate but lacks entrance credits, he may obtain the necessary credits by correspondence study.
2. If he has not completed high school and wishes to apply for entrance, correspondence study courses will help him prepare for the English test and placement test required of such applicants for admission.
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.

LIST OF HIGH SCHOOL COURSES

SUBJECT	UNIT	FEE	INSTRUCTOR	SUBJECT	UNIT	FEE	INSTRUCTOR
BUSINESS				MATHEMATICS			
Elementary Bookkeeping	¼	\$ 7.50	Alm	Virgil I	½	17.00	Cram
ENGINEERING				Virgil II	½	17.00	Cram
Mechanical Drawing I	¼	12.50	French	ROMANCE LANGUAGES			
Mechanical Drawing II	¼	12.50	French	FRENCH			
ENGLISH				Beginning French I	½	17.00	Frelin
English Composition A	½	12.50	Wettleon	Beginning French II	½	17.00	Frelin
English Composition B	½	12.50	Wettleon	Intermediate French I	½	17.00	Frelin
English Composition C	½	12.50	Wettleon	Intermediate French II	½	17.00	Frelin
English Composition D	½	12.50	Wettleon	SPANISH			
English Literature A	½	12.50	Grandy	Beginning Spanish I	½	17.00	Cleifton
English Literature B	½	12.50	Grandy	Beginning Spanish II	½	17.00	Cleifton
English Literature C	½	12.50	Grandy	Intermediate Spanish I	½	17.00	Cleifton
English Literature D	½	12.50	Grandy	Intermediate Spanish II	½	17.00	Cleifton
GERMAN				SCANDINAVIAN			
German A	½	12.50	Burkhard	NORWEGIAN			
German B	½	12.50	Burkhard	Beginning Norwegian I	½	13.50	Madsen
German C	½	12.50	Burkhard	Beginning Norwegian II	½	13.50	Madsen
German D	½	12.50	Burkhard	Intermediate Norwegian I	½	13.50	Madsen
GREEK				Intermediate Norwegian II	½	13.50	Madsen
Beginning Greek I	½	17.00	Savage	SWEDISH			
Beginning Greek II	½	17.00	Savage	Beginning Swedish I	½	13.50	Stomberg
Beginning Greek III	½	17.00	Savage	Beginning Swedish II	½	13.50	Stomberg
HISTORY				Intermediate Swedish I	½	13.50	Stomberg
American History A	½	12.50	Houston	Intermediate Swedish II	½	13.50	Stomberg
American History B	½	12.50	Houston	SOCIAL SCIENCE			
World History A	½	12.50	Gold	Social Science A	½	12.50	Lundquist
World History B	½	12.50	Gold	Social Science B	½	12.50	Lundquist
LATIN							
Beginning Latin I	I	17.00	Cram				
Beginning Latin II	½	17.00	Cram				
Caesar	½	17.00	Cram				
Cicero I	½	17.00	Cram				
Cicero II	½	17.00	Cram				

"Adult education presumes that the creative spark may be kept alive throughout life, and moreover, that it may be rekindled in those adults who are willing to devote a portion of their energies to the process of becoming intelligent."—Lindeman.

29 Registrations in 1912-13



From 29 registrations booked in its opening year, 1912-13, the Correspondence Study Department now has a total of 14,000 registrations.

In 1913-14, 83 registrations were taken in, making a total of 112 registrations for that year.

From 1914-15, when the total registrations were 183, the work of the Department began to increase rapidly until the World War. Following, however, a slight slump of two years, the registrations again began to mount, until they passed the 1000 mark in 1920-21; passed the 1500 mark in 1921-22, passed the 2000 mark in 1923-24 and increased at the average rate of 8.8% for the total registrations up to July 1929, when the total registrations on the books for 1928-29 were 3579.

Obstacles To Achievement? Read This

Nine years ago John H. Heistermann suffered a broken neck and the doctors gave him two days to live.

Disappointing them sadly, he has gradually recovered until he is now quite well physically.

He is making good use of his mental abilities in taking Correspondence Study courses in Short Story Writing. Mr. Heistermann has already sold one story for a considerable sum and is gradually working on others. He has just registered for Short Story Writing II taught by Dr. Anna Phelan.

Glen Lake Sanatorium Furnishes Correspondence Study Students

Two students in Glen Lake Sanatorium have taken Correspondence Study courses in the past year. Subjects taken were Business Law A and General Psychology I.

In addition to Glen Lake, Correspondence Study students are registered in Walker Sanatorium, Faribault School for the Deaf, and the State Reformatory for Women at Shakopee.

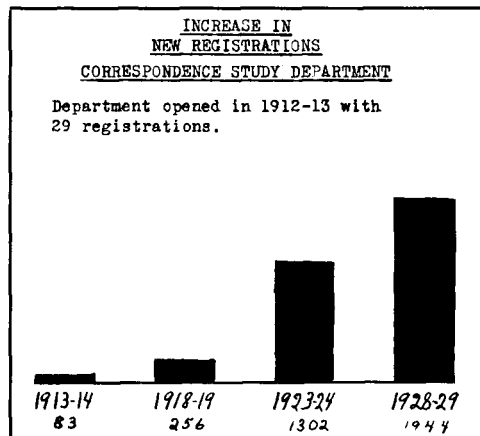
29,804 Yearly Lessons

26,974 lesson reports graded in working year of 300 days would mean grading an average of 90 per day if there were only one instructor to do it. Fortunately, there are 68 instructors in the Correspondence Study Department and the average number of papers graded per year is, therefore, 397.

The great burden of lesson report work, however, falls upon a small number of this 68. The greatest number graded by any one instructor in the last school year was 2291. One other instructor hovered around the 2000 mark, grading 1856. There were 8 instructors that graded 1000 or more papers each for the school year.

In addition to the number given above, 3010 papers concerned the Hygiene of Infancy and Child Care courses, giving a grand total of 29,804 lesson papers for the last school year in the Correspondence Study Department.

New Registrations and Cancellations



From the opening of the Correspondence Study Department in 1912-13, when there were 29 new registrations, the new registrations have increased consistently until they passed the 500 mark in 1919-20, passed the 1000 mark in 1922-23, passed the 1500 mark in 1926-27, and will in the present year pass the 2000 mark.

The cancellations were small until 1922-23 when they passed the 100 mark, in 1923-24 they passed the 200 mark. Since 1923-24 they have averaged less than 150 per year.

The reinstatements increased from 0 in 1912-13 to 194 ten years later. This number of reinstatements reached a high point in 1926-27 of 314, and since that time has shown a decrease.

The completions of individual courses in the Correspondence Study Department have shown exceptional growth in latter years. From 26 completions in 1913-14 to 91 completions five years later, the number has jumped to 582 in 1923-24 and to 952 in 1928-29.

The graph to the right illustrates these completions.

Most Students in English

Total registrations in English courses were 355 in the Correspondence Study Department, the largest number of any one line of work.

Next came Business courses with 270 registrations; Languages with 286 registrations; Preparatory courses with 268 registrations; Education with 204 registrations; Sociology with 124 registrations; Psychology with 108 registrations; and History with 106 registrations.

The remainder of the 1944 new registrations in 1928-29 was divided among the subjects of Mathematics, Political Science, Engineering, Child Training, Anthropology, Astronomy, Geology, Home Economics, Journalism, Music, and Physics.

The number of 286 taking languages was divided as follows: Romance languages, 99; German, 90; Scandinavian, 57; Latin, 33; Esperanto, 7.

From Minnesota To Peru

The geological distribution of students in the Correspondence Study Department in 1928-29 involved Minnesota and 30 other states together with 6 foreign countries.

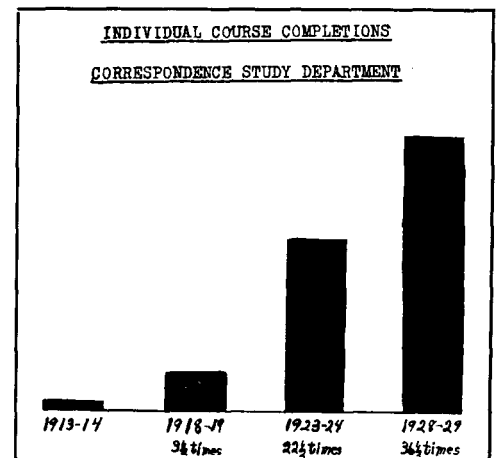
Minnesota led with 1286 new registrations, there then followed North Dakota with 58; South Dakota with 54; Wisconsin with 48; Iowa with 33; Illinois with 21; Michigan with 19, the other states being scattered widely.

Outside of the United States, Canada had the greatest number of new registrations in 1928-29 with 8 students. Hawaii followed with 2; there being one each from Peru, Greece, the Canal Zone, and the Philippine Islands.

Takes Nine Courses

The largest number of courses ever taken by one student in the Correspondence Study Department in one year was in 1928-29 when Mr. Harold Olson took nine courses.

One student registered for 6 courses; 5 students for 5; 9 students for 4; 35 students for 3; 190 students for 2; and 1383 students for one.



Why Fifty Degrees Is the Danger Point

Editor's Note: The following theme, written by Archie G. Beaubien, a student in a night school composition class, won an honorable mention prize in a \$25,000 competition conducted by the National Food Preservation Council.

Five and ten cents built the Woolworth millions. The five and ten cent daily savings possible for Mr. and Mrs. Average Young Couple through the use of efficient modern refrigeration will more than pay for its installation or for renting places so equipped. Daily dividends in food economies will accrue due to elimination of much spoilage. Ice-or-miss refrigeration means ice boxes that are musty smelling misnomers; ice cards overlooked in the early morning rush of both to work; milk and cream that have soured when you return in the evening. The modern refrigerator never forgets to hang out the ice card. It is on the job 24 hours daily, seven days a week. Savings in dairy products spoilage alone will eventually more than make up the difference in cost of renting a place equipped with modern refrigeration or of installing it in your own home.

"Budgeteers" will do well to consider these five-and-ten cent daily savings in perishable food stuffs made possible by dependable refrigeration. Not only is economy possible through saving the food itself, but a young couple are enabled to buy larger units of all perishable food products, thus effecting additional savings due to lower prices, with full confidence that they will reach the table in "consumable" condition. Costly hand-to-mouth buying can be replaced by budgetted buying in more economical units and quantities.

Keeping fit for daily competition in business is another important concern of the young couple. Eating partially spoiled food begets indigestion and worse. Adding the hectic element of present day social life, it becomes doubly necessary to have trustworthy refrigeration. No need then to rush down to the nearest cash-and-carry ice station to stock your refrigerator before making a night of it at bridge or spending the week-end at the lake.

Psychologists tell us we react favorably or otherwise to the appearance of food as well as to its taste. The effect of a nice crisp salad miraculously aids jaded appetites. Near-sour cream is, at least, disturbing. Mental health will benefit from worry-free refrigeration, good dispositions be aided, possibilities for quarrels will be avoided. With every marriage license should go a copy of a booklet—"Why 50° Is the Danger Point," demonstrating the importance of dependable refrigeration from the standpoints of Health, Economy, and Sanitation.

Esperanto Brings Foreign Correspondents

Through "Time," the weekly news magazine, Mr. Herbert J. C. Lawin, of Long Prairie, Minn., heard of the international language, Esperanto. He enrolled in the Correspondence Study Department for the course given by Dr. Lehman Wendell.

Starting the course on the twenty-eighth of October, he finished on the second of December with an average of 93 in the course, and is now corresponding with foreign Esperantists.

We have noted that the "Tixis Boys—Trail Rangers," a Canadian boys' monthly magazine now publishes regularly a lesson in this language with each issue.

Two New Courses In Concrete

"Elementary Concrete Construction" is the title of a new course now ready for registration in the Correspondence Study Department. This course will teach the foreman processes of concrete construction and will be serviceable to foremen in concrete work and their helpers, to persons expecting to enter such work, to farmers and other home owners who plan some concrete construction work.

The second course is entitled "Advanced Concrete Design" and is suitable only for those who wish to give attention to the Advanced Design in this engineering science.

Are You Sponsoring a Lecturer?

H. B. Gislason, head of the Lecture and Lyceum Bureau, recommends the following suggestions published by the Extension Division of the University of North Dakota as to how a speaker may be made more comfortable when he lectures at your town.

"Satisfactory illumination so that glare does not blind nor dimness prevent speaker from seeing audience or easily reading from notes or paper.

"Table or desk of proper height upon which to place paper, glasses, watch, purse, or other paraphernalia during talk.

"Have at hand pitcher of cold water and glass.

"Audience hall well ventilated and of comfortable temperature.

"Substantial chair that may be occupied gracefully.

"Where the meeting place is not to be in the home, select the audience hall in the community where your check up on the factors in physical equipment suggest that it is the logical place for the kind of program you are featuring.

"Give some consideration to the acoustics of the hall. Other things being fairly satisfactory, if you anticipate a large audience select the place where the acoustics are the best.

"Guest speakers also appreciate a short introduction, an attentive audience, a minimum of whispering, rustling of programs, seating of late arrivals.

Statements from Thorndike

"Adults can learn rather easily and rapidly, and probably could learn much more than they do."

"Adult education suffers no mystical handicap because of the age of the students."

"In general, nobody under forty-five should restrain himself from trying to learn anything because of a belief or fear that he is too old to be able to learn it."

"Adults learn less than they might because they do not care enough about learning."

"Adults learn much less than they might partly because they underestimate their power of learning, and partly because of unpleasant attention and comment."

"In general, teachers of adults of age twenty-five to forty-five should expect them to learn at nearly the same rate and in nearly the same manner as they would have learned the same thing at fifteen to twenty."

"The provision of opportunities whereby adults can learn those things which they are able to learn and which it is for the common good that they should learn is a safe philanthropy and a productive investment for the nation."

"On the whole, the facts of adult learning are a strong support to those who have given time and thought and money to adult education."

"... we might better replace 'Childhood is the time for learning' by 'The time for learning anything is the time when you need it.' For there are great advantages which accrue when learning satisfies some real need, benefits some cherished purpose, and is made use of at once and so is kept alive and healthy for further use."

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The Interpreter

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University of Minnesota

BUSINESS COURSES AND THE YOUNG BUSINESS MAN

By ROBERT M. WEIDENHAMMER

Assistant Professor, School of Business, University of Minnesota

Two trends are characteristic of modern business:

- (1) The growing size of its units and the resulting functional duties of the executive work.
- (2) The growing rapidity of the adoption of all new improvements of a technical or a managerial type, both with the same aim: reduction of costs.

These two trends justify the ever increasing interest in business courses.

Such courses will either cover broad fields of economic life or specialize on some very specific problem; some courses may combine both methods. A course in retailing may first take up the place of retailing in our economic order and then specialize on some phase of retailing like the retail inventory methods or price policy or store location. A course in investments may take up first the financial mechanism of our society, consider the factors affecting demand and supply of capital and then focus its attention on the analysis of the securities of one industry—say the automobile or copper industry.

A course in Business Management may devote part of its time to the broad aspects of the co-ordination and control of the various departments, such as purchasing, production, finance, marketing, or personnel, of a concern, and may then specialize on a topic of recent interest like that of systems of budgeting control.

Courses of a general nature will provide evening students with more information on the place of their type of work in the organization for which they work. Special courses will take up the latest developments in that field and present the results of research work done by univer-

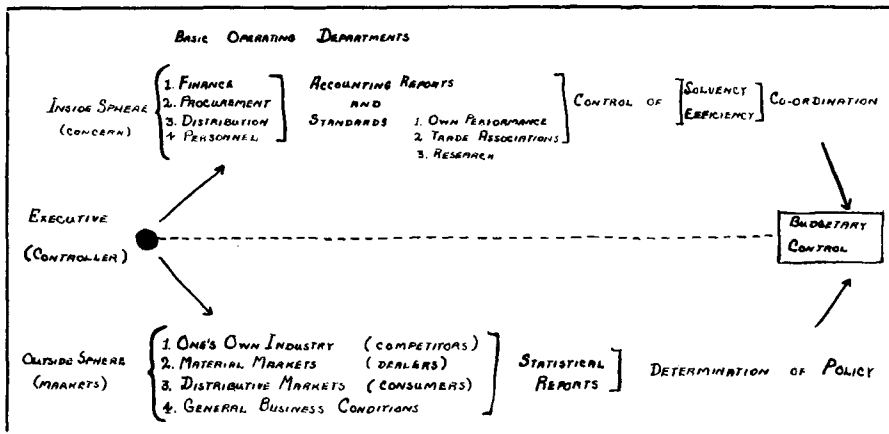
sities and most progressive business concerns, and will explain their methods.

All organized economic endeavors in our present state of society take place in the form of business concerns. The size of business concerns is growing constantly. This development requires new methods of managerial policy.

There was a time when the business executive was familiar with every kink and turn in his business, knew every employee by name, and his abilities and limi-

sufficient control," or in external factors, which the management cannot attempt to control, at least not through its action alone but against which it can defend its concern with varying degree of success.

The following chart, outlining the activities of the *entrepreneur* (executive, controller) may illustrate these two fields of endeavor in which proper management has to fight the destructive forces and take advantage of the favorable ones in order to reach its aim: Profit.



Each business, small or large, bank or theatre, bakery or railroad, department store or shipping line, mail order house or copper mine has certain basic operating problems to take care of.

For this purpose an operating organization has to be constructed along the lines of these basic operating problems, usually functional.

The four basic activities of each going concern are: Finance, Procurement, Distribution, and Personnel.

The Financial Department has to secure funds for fixed capital (plan, equipment) and working capital (initial fund) at the start and whenever an expansion takes place. Its permanent duty, however, is to protect this working capital by maintaining a position of solvency.

The Procurement Department has to procure the goods or services which it is the object of the store to sell or render. The Distribution Department has to create a demand for the concern's products or services and to supply this demand.

The Personnel Department has to hire, to train and to supervise the human element in the concern.

Over and above all these four activities must be a directing and co-ordinating

(Continued on page three)

tations, knew every piece of machinery in the place, and how to run it, knew all his customers, gave his personal attention to every order and, in fact, lived in and with the business.

The executive of the complicated industrial and commercial organizations today can obtain at best only a bird's-eye view of his concern and, like the generals of warring armies, must plan and control through the medium of reports sent back from the line.

For all going concerns exist certain fundamental laws which cannot be neglected without endangering their very life,—their solvency.

The destructive forces, which endanger the business concern, have their source either in internal factors which might be summarized under the general head: "In-

The Interpreter

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Advisory Committee

S. H. Perry C. L. Rotzel

H. B. Gislason A. H. Speer

Alta J. Jones - - - - - Editor

MARCH, 1930

We Want Opinions

We wonder how the students like the new method of registration.

For our part we found that it speeded up the completion of class registrations to a great extent. Instructors had the cards of their students before the second meeting of the class, and the records kept in the general office were completed, the cards sorted and filed by the end of the second week of registration.

The confusion attendant upon having all students come to the office to make their registrations in person was eliminated, and that special trip to the campus for payment of fees was no longer necessary on the part of the students.

This semester, for the first time, a program of classes was mailed to students on the Range, enabling them to make registration and plans in advance of the usual time.

The proof of any new method is in the way it works out. For us it was an improvement. How did you like it?

Who Made the Graphs

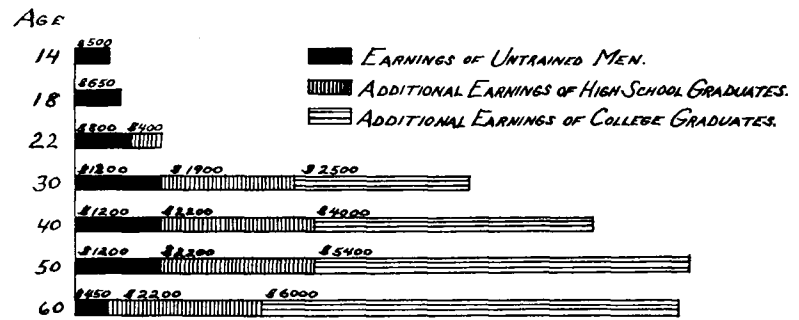
The three very fine graphs displayed in the February "INTERPRETER" on the subject of Correspondence Study Department registrations were made by Miss Nina B. Tice of the extension class in Statistics.

Miss Tice is Business Secretary of all the activities of the Woman's Christian Association of Minneapolis, office located in the Citizens Aid Building. She is a Michigan State Normal graduate and was Secretary of the Army and Navy Club in Minneapolis for four years following the war.

The activities of the Woman's Christian Association include five homes for working girls, the latest of which is the Mabeth Paige Home at 725 South Fifth Avenue. Her office also has charge of the Woman's Hotel for transients; the Jones-Harrison Home for old folks, and is now opening a home for young men at 1700 South Third Avenue. Miss Tice's office also sponsors the work at Phyllis Wheatley House, the neighborhood house for colored people, of which Miss Gertrude Brown is Secretary.

The "INTERPRETER" wishes to thank Miss Tice for the time and energy she spent upon the three excellent graphs that appeared in last month's issue.

COMPARISON OF EARNINGS OF THE UNTRAINED AND TRAINED MAN.



St. Paul Council Announcement

A final checking up of the Fourth Annual Mid-Year Party of the St. Paul Evening Students' Council reveals the fact that the party was the most successful one ever held by the organization.

Officers of the council are: Albert M. Kueffner, president; Robert K. Damkroger, James H. McGuire, Ernest J. Fuerst, vice-presidents; Kenneth L. Sansome, treasurer; Anne Schwartz, secretary.

Official Notices

According to faculty ruling, more than three absences on the part of a student makes it impossible for the student to take the final examination and receive credit for the course without the approval of the Students' Work Committee and recommendation of the instructor concerned. Be regular in your attendance at class.

Students Cancelling Classes

Students who are forced to cancel their registration and secure a refund because of the cancellation of the class for which they were registered will be glad to know that many of the courses offered in evening class work are also offered through our Correspondence Study Department. If you are interested in securing the work and the class is cancelled, why not secure a bulletin of the Correspondence Study Department and register for a Correspondence course in order that you may continue in your work.

Certificate Courses

Students registered for evening class work for the first time will be interested to know that the Extension Division offers a number of certificate courses in the various fields of study. Some of these are listed below: Junior College certificate and the certificates in the Social Sciences, in Liberal Education, and in Language-Literature. In the field of business, certificates in Accounting, in General Business, in Banking and Finance, in Business Management and Administration, etc., are available to students interested in this line of work. The field of engineering provides certificate courses in Civil Engineering, in Architecture, in Electrical Engineering, in Mechanical Engineering, and in Chemical Engineering. The student should be warned against simply

taking classes and failing to co-ordinate the work so as eventually to secure a certificate in some field. Pamphlet literature describing these certificate courses will be sent to anyone who requests it by the General Extension Division.

Lantern Club Will Present Comedy

On Friday and Saturday, March 21 and 22, the Lantern Club, dramatic organization of the evening students, will present MARY, THE THIRD, a comedy in prologue and three acts.

It is the story of a very modern young woman with ideas which shock her grandmother immensely. This modern young woman plans an outing in which a group of young folks who belong to her set will see each other as they really are and consequently know whom they wish to marry. She wishes to plan her future differently than either her mother or grandmother did. How her plans work out is told in the play.

This will be the major production of the Lantern Club for this year, and will be presented at the auditorium of the Music Building on the campus. If past performances are any criterion of excellence, this play should be entertainment for a most enjoyable evening.

Fourth Annual Institute

The Fourth Annual Institute of Funeral Directors will be conducted March 24 to 29, inclusive, at the Anatomy Building, University campus.

The Institute is conducted by the University of Minnesota, through the agency of the General Extension Division, and in collaboration with the University School of Embalming, the Medical School, and other schools of the University.

Membership in the Institute is limited to those holding embalmer's licenses from anywhere in the United States or Canada. Topics for discussion are many and varied. Members of the faculty of the university will give lectures and invite discussion.

Sales Analysis, Chemistry, Pathology, Restorative Art, are only a few of the subjects of lectures. Space demands that we ask those who are interested to apply to the General Extension office for further information concerning this Institute.

PATRONIZING THE ARTS

By H. B. GISLASON

Head of Lecture and Lyceum Bureau, University of Minnesota

According to a recent news item, John Drinkwater, the English playwright and author of the play "Abraham Lincoln," would have a state endowed theater in every town in England with a population of over 150,000. "The State," he said, "should patronize art . . . We should desire the government to extend its interest in the arts, and the field most open to such activity is the Drama."

Mr. Drinkwater thinks that within two years from the launching of this program, twenty theaters could be fully equipped in as many cities at a cost of perhaps \$5,000,000, the cost to be borne by the government. This would seem to indicate that there is a revival of genuine interest in the legitimate drama in England. There certainly is in America, if the growing popularity of the New York Theater Guild Players may be taken as an indication. Perhaps the good old days of the drama are coming back.

This is quoted primarily to show that interest in dramatic art, at least, is reviving, and that promoting the arts may properly engage the attention of the state, and every community in the state.

"The manner in which we spend our leisure," says Maeterlinck, "determines more than war and labor the real worth of a nation."

"Music, oratory, the drama. These three arts are as old as man. With varying effectiveness they have, throughout the ages, profoundly influenced mankind, and have been largely instrumental in determining the form of what we call civilization. The appeal of these arts is fundamental. The problem is to keep the appeal on a high plane so that the influence exerted may always be in the direction of building up rather than tearing down.

"Community leaders are coming to realize that 'nature abhors a vacuum' in the arts as well as in the elements, and that where constructive forms of music, oratory, and drama are not definitely planned for, destructive forms will creep in. Conscious, constant, positive vigilance is the price which communities must pay to keep their artistic standards high. Every effort which is in this direction deserves the support, moral and financial, of all those who have the interest of their community at heart."

Good music, good plays, good lectures are forces which no community, in the long run, can afford to neglect. Of such stuff, the intellectual, artistic, and spiritual life of a community is made.

Is there a problem of providing suitable entertainments in many of our communities today? Anybody who does not think so, should interview community leaders on this subject and be convinced. A prominent woman in Owatonna, who is a leader in music and club circles, said re-

cently, "I grew up as a girl in Owatonna, and there were more good things for me to go to then, than there are for my children to go to now." The cultivation of a taste for, and appreciation of, good music, good drama, good lectures, is of supreme importance to a community.

We all recognize the refining influence of music, and the other great arts; that they probably affect character more immediately than either church or school. We believe with George Bernard Shaw that "if young men had music and plays and pictures to interest them, to engage them and satisfy many of their impulses, they would not seek the low pleasures of the street." We believe that parents should have something to say about the character of the amusements offered their children; in other words, that children should have parental guidance in choosing their entertainments. This being so why is the problem of providing suitable forms of entertainment in most communities today, "nobody's business?" Why is there so little co-operation and co-ordinated effort for providing so important a community need?

Are our communities over-organized? Are they over-clubbed? Many people are beginning to think so. There are a dozen or more organizations in almost every community, each one struggling to keep alive, and putting on entertainments for which support is solicited. Is it not possible to overdo this? Is there not a limit to what local business men can stand, in the way of supporting all these organizations? In the mad struggle to keep all these activities going, the bigger things are lost sight of, and there is too often no co-ordinated effort for larger community interests. The old adage is still true: "United we stand, divided we fall."

Suppose the leaders in all organizations in a community were to get together and *act together* in bringing major entertainments to the community! There is nothing they could not accomplish. They could get musicians, poets, actors, lecturers of national reputation to their communities, not only for their own enjoyment, but also for that of the younger people. They would thus make large contributions toward moulding the artistic and intellectual tastes of the rising generation. Is not that worth while? No community is artistically self-sufficient. An exchange of talent among communities is the normal order of things.

One town of about 1,500 people in western Minnesota is supporting an entertainment course of from five to eight numbers every year at a cost of \$1,000 to \$1,200. They pay as high as \$300 for a number which enables them to get artists and lecturers of national and even world wide fame. In this community, it is the fashion to attend these concerts. Attendance

ranges from 500 to 700. Is there any doubt that this kind of community spirit and enterprise is a large community asset? This town is known as a "good town," a good town to live in, a good town to trade in, and a good town to have a good time in. There are many other towns in Minnesota that have apparently succeeded in making community entertainments a *community* institution.

The General Extension Division of the University of Minnesota will co-operate with communities in every possible way to promote interest in lectures, dramatics, and music, and provide suitable lecturers as well as dramatic and musical entertainments.

Business Courses

(Continued from page one)

power to prevent these functional managers from developing their fields far beyond the requirements of the concern. By doing so they might easily disturb the harmony of forces working toward their common aim: Profit through efficiency.

Constantly measuring the efficiency of the operating executives and co-ordinating their activities in a comprehensive program, the budget is one part of the duties of the controlling executive.

The delegation of authority which was made necessary through the increase in business units, the division of administration in different executive functions and the development of branch factories and distribution agencies (chain stores) has replaced the old personal supervision by a system of mechanical control technique. Efficient control is practiced through the comparison of actual results with set standards.

The other part of his duties exists in keeping in constant touch with organized society and defending his concern against the destructive forces in the market. This means a constant analysis of the activities of the concern's competitors of the market for raw materials and distribution and the general trend of the business cycle. Thus it is possible to outline a producing, manufacturing, selling, and expansion policy which is adjusted to the concern's situation in the competitive market.

The budget is thus a means of co-ordination of the functional activities, of adjusting the concern to the market and of measuring its achievement (and the achievement of its departments) through standards.

These standards are used to compare the actual results with planned ones, so serving as an index of efficiency.

The standards in the budget are set up either on the basis of past performance modified by a forecast or on the basis of research of trade associations or private or semi-public institutions.

The conventional double-entry scheme of recording business data, with its plan of narrative financial reports, was one of the

(Concluded on page four)

Scene from Lantern Club Play



Reading from left to right: Roland Bakken, Ingeborg Nystrom, Elmer Kihlstrom, Harriet Faue, Margaret Valkert, Anthony Wick.

At the January meeting of the Lantern Club, which was open to the public, "WHAT'S WHAT," a one-act play in Swedish accent, written and directed by Ingeborg Nystrom, was presented. The above picture represents a scene in the play. The cast was as follows:

Mr. Larson—Elmer Kihlstrom

Mrs. Larson—Ingeborg Nystrom
Emma Larson—Harriet Faue
June Larson—Margaret Valkert
Jessie Holm—Amy Chambers
George Stewart—Roland Bakken
James Sherwood—Anthony Wick

Amy Chambers was in charge of the publicity, and Burns Kattenburg was stage manager.

SERVICE OFFERED TO CLUBS

About this time of the year various clubs are appointing committees to plan their study programs for the coming year. The Correspondence Study Department offers its service of eight study outlines written by professors of the University to help these committees solve their problems.

We have recently been interested in investigating a few of these programs to find out just exactly what they are. At random we selected one called "The Romance of Chemistry," written by Dr. Lillian Cohen of the Chemistry Department of the University of Minnesota. Because this is a subject about which we know nothing we were surprised at finding that through this sketch we gained a certain amount of knowledge and a great deal of enjoyment.

The writer of the course states in the foreword: "In attempting to make an outline of the romance of chemistry, one is confronted with a bewildering array of subjects of interest. What to include? What to leave out? Step in your home, glance about; even the most prosaic object, the humblest of ash trays has had elements of romance in some or all of its phases of fabrication. So from this galaxy of subjects a few that make an appeal because of their interest or importance to our present mode of life have been chosen."

In carrying out this aim, Dr. Cohen has given a list of books which can be used in

connection with the course. This list has been classified under various subject heads. Then comes the actual outline of a real romance—the romance of chemistry. How did it get its name? What is its history? And here is called to the reader's mind the fascinating old pseudo-science of alchemy—the lure of gold which still dominates men's minds.

Following this plan, the writer devotes a chapter to each of the most important elements which make up material for the study of chemistry. She tells us how chemistry follows us into our daily life, and into industries of basic importance.

The course falls into sixteen parts any one of which might be prepared by the person who has no technical knowledge of the subject. If it is true that it is only "eyes gained by knowledge that can see," then surely this study course is one of worthwhile pursuit.

There are some groups gathered together for the study of some particular branch of learning; with some it is literature, with others current events, with still others history. To a resident of Minnesota there could be few things of more pertinent interest than a study of the history of our own state. Dr. Solon J. Buck, Professor of History in the University of Minnesota and Superintendent of the Minnesota Historical Society, and Elizabeth Hawthorn Buck, formerly instructor in

English at the same institution, have compiled a study outline for the history of Minnesota.

These are only two from the list of study programs. Others are:

FAMOUS WOMEN, by Mildred Dennett Mudgett, Advisor of Women at Hamline University.

THE MIDDLE WEST IN AMERICAN LITERATURE, by Tremaine MacDowell, Assistant Professor of English.

MODERN PLAYS, by Edgar Wise Weaver, Instructor in English.

PREHISTORIC AMERICA, by Wilson D. Wallis, Professor of Anthropology.

MODERN INDIA, by David H. Wilson, Professor of History.

NEW CHINA AND HER PROBLEMS, by No Yong Park, lecturer and traveler, and student at Harvard University.

We Have Lost a Book

Some time ago Mr. H. B. Gislason, head of the Lecture and Lyceum Bureau, wrote a Bulletin on Effective Debating. This bulletin was duly published.

Now Mr. Gislason finds that he himself has no copy of his own work, since the publishers have lost his own, and the one on file at the libraries is not allowed to go out.

We make an appeal on his behalf that any one of our readers who has a copy get in touch with Mr. Gislason at once. He promises to reward anyone who does.

Business Courses

(Concluded from page three)

most useful systems devised up to the time of its adoption for controlling and presenting financial data. It superseded a former conventionalized plan of historical reporting by means of the single-entry statement of affairs. Both plans operating today are being amplified by a new plan of "standard accounting" and "budgetary control," which is altering existing statistical and accounting methods and presentation in a noteworthy manner.

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The Interpreter

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University of Minnesota

SOME EUROPEAN VIEWS OF EDUCATION

By DR. RICHARD R. PRICE

Director of the Extension Division, University of Minnesota

Editor's Note: Dr. Price, who is now on sabbatical leave in Europe, has written the following article for the ST. PAUL DISPATCH. It is with the kind permission of that paper that we reprint the article here.

During the last week of July, 1929, there was held at Geneva a conference of the *World Federation of Teachers' Associations*. At this conference, the professional organizations of teachers of the principal countries of the world were represented. Not least among these were the Americans, who were present about five hundred strong. They were well represented on the program and in the cosmopolitan and polyglot audiences.



Dr. R. R. Price

International Theme Prominent

Naturally enough, since the meeting was held in Geneva, the central theme of all the general and sectional sessions might be expressed thus: What can education do to hasten the era of international understanding and good will and thereby to banish war? Can education make the world safe for international co-operation and thus render possible rational and useful living among the peoples?

As may be surmised, this meeting gave the interested observer a good occasion for feeling the pulse, as it were, of the several nations on the subject of education in general. The results were enlightening and significant. So far as language difficulties permitted one to perceive, it became clear that Europeans do not look at education in quite the same light as we do in America. Yet this statement must be qualified by the additional fact that

because of post-war reorganization many of these matters are still in a state of flux.

European Viewpoint Different

In the first place, many European countries have inherited a class system of education. Two parallel systems have existed, one for the upper classes of society and another for the lower. The former permitted the fortunate youth to pursue a methodical course through preparatory and secondary schools to the university. The latter directed the student of humbler origin through other preparatory schools to the trades or technical school, where his education ended. Transfer from one of these systems to the other was exceedingly difficult.

It follows that the social theory now becoming prevalent in the United States that a college or university education is the prerogative of every youth, has no currency in Europe. For the underprivileged classes the deficiency is made up only through university extension or tutorial classes for working men. It is surprising, however, how rapidly the university extension idea is spreading.

What Is Education?

Much of the discussion revolved about the question of the true meaning and essential function of education. What, as a matter of fact, is education? Wherein does it differ from knowledge or learning? To what extent is propaganda, good or bad, justifiable in education? Does it comport with intellectual integrity to attempt through the education of plastic minds to fix irrevocably the present social order; or should the aim be rather to give the coming generation the training and outlook necessary for producing out of present complicated conditions a fairer world?

Perhaps the assembly's thinking on these subjects may best be summarized by presenting a résumé of a very lucid paper read by Professor Gilbert Murray of Oxford. Professor Murray will be re-

membered as the eminent Greek scholar whose verse translations of Euripides are well known. He is also a member of a sub-committee of the League of Nations whose task is to search out means for stimulating and developing the international spirit among the youth of the world.

Education Means To Learn

Professor Murray points out that no man may educate another: he may merely provide him with facilities for educating himself. Education means to learn something. To learn what? To make one's way in the world? No. Education will help in that undertaking, but to make that the end is to miss the best in life. Is it to learn to be useful? No. Real education will make a man useful, but that is not the end in view. The thing to learn is to have true beliefs and high desires; "to see and understand the beauty and the greatness of the world." The individual must cease to regard himself, his temporary desires and convictions, as the norm by which to judge all values. He must learn to look beyond and above himself to something universal as his standard of values, even if this standard is but dimly apprehended and beyond his reach. Education's task is to teach him to see and understand that which surpasses him. Mere knowledge is not education; neither is mere training.

As to how one may learn to see and understand the beauty and grandeur of the world, and thus become truly educated, methods differ. Professor Murray enumerates as the result of his own experience three ways:

1. By personal contact with superior minds. These may be older friends, comrades in school or college, teachers, or professors at the university. But this relationship must be close and intimate, a real communion of mind with mind, in order to be fruitful. A teacher may give information; that is not education, only

(Continued on page four)

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T. A. H. Teeter - - - - - Acting Director

Advisory Committee

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

Alta J. Jones - - - - - Editor

APRIL, 1930

Registration Figures

Below are tabulated figures for second semester, 1930, to March 1.

Minneapolis classes	1930
Collegiate	1481
Business	866
Engineering	499
	<hr/>
	2846
St. Paul classes	
Collegiate	420
Business	543
Engineering	76
	<hr/>
	1039
Duluth classes	
Collegiate	228
Business	49
Engineering	66
	<hr/>
	343
Range classes	159
Rochester classes	14
Short Courses	70
	<hr/>
Total, March 1, 1930.....	4471

Sixth Annual May Mixer

News has come to us that the Sixth Annual May Mixer for extension students is being planned for Saturday evening, May 3, in the Minnesota Union on the university campus.

Tickets will be on sale from April 10 to Friday, April 25, and may be secured from class representatives. Experience has taught us that if one wishes to be present at this party he must buy his tickets early for there are never any left for late comers.

All students are eligible to submit a poster for the party. Anthony Wick is chairman of this feature, and announces that the posters will be exhibited in a downtown window, as usual. Rules and directions for this contest may be obtained from Thomas E. Moore, executive secretary of the association.

Committees have been appointed to manage and plan the party, and include the following names: General Chairman, Elmer Kihlstrum; Director of Program, Ray Lyons; Chairman of Program, Howard N. Griffin; Assistant Chairman, Charles J. Ackerman.

Official Notices

By the time this issue of the INTERPRETER is in your hands, the taking of the survey of adult education in the Extension Division which was recently instituted will be completed. The administration wishes to thank the student body for their loyal co-operation in this work, which will, we believe, be to our mutual benefit.

Certificate Candidates

All students who have had a sufficient number of extension courses to place them in a position to receive an Extension Division certificate at the June commencement are required to make application in writing for the certificate to the Students' Work Committee. This is of the utmost importance if the student is to receive the certificate from this division.

Notice is hereby given that no requests or changes from no credit to credit registrations will be granted after the eighth week of the semester, this being in conformity with the ruling published in the Extension Division bulletin. Change from credit to no credit registration may be secured any time prior to the last week of the semester by written request to the General Extension Division.

The new registration system of prior registration by mail for old students inaugurated for the second semester, 1929-30, has apparently proved itself valuable. Prominent among the gains derived is the fact that classes were uniformly able to begin the serious work of the course considerably earlier than formerly. This is a distinct saving of the student's time.

Prospect blanks handed out by instructors in extension classes to secure the names of your friends who might be interested in taking extension work next fall are probably in your hands by this time. If you are interested in extension work, we know that you will do your utmost to advance the interests of adult education by giving us some names and addresses of such friends.

14,000 Registrations in 16 Years

The Correspondence Study Department has booked the surprising total of over 14,000 registrations in the first sixteen full years of its existence. This cumulative number shows an average of nearly 1,000 new registrations for the years gone by.

During the year 1928-29 the total registrations passing through the books were 3579 of which number 1944 were new registrations made during the year.

As many new registrations were added in 1926-27 (1500) as the grand total of old and new registrations were for the year 1921-22.

What the Survey Means

Extension students have been asking themselves and their instructors questions as to the why and wherefore of their having to submit themselves to examinations during the week of March 24. On being told that a problem in research was being carried on, and that they were potent factors in that problem, they agreed to answer any questions which were put to them. And now we have more information as to the why of the examinations.

Mr. T. A. H. Teeter, Acting Director of the General Extension Division, gives us the following statement:

"The Extension Division is conducting an educational survey of its student body. This is the first time in the history of adult education that an attempt has been made to parallel the education studies regularly conducted for daytime students of our universities. In this sense this study is a pioneering venture and there is the possibility that it will reveal some interesting facts regarding the capacity for college work of thousands of adult students registered in the evening courses of the University of Minnesota.

"Professor Thorndike, of Columbia university, in a series of studies has indicated that there is a slight decrease in the learning capacity of adult students as their age increases. This means that according to Thorndike's findings a person of 45 years may not learn as easily as a person of 20 years.

"On the other hand, the comparison of sample adult groups who have taken evening class work at the University of Minnesota over a period of years with Thorndike's findings regarding learning capacity of adults who have not done university work for some time indicates that those who are active in study show no age handicap even up to the age of 60, while as above stated, those who are mentally inactive suffer a decrease in learning ability. Those sample findings also indicate that continued study tends to overcome "resistance" to learnings due to decrease of the mental faculties.

"The University is devoting a whole week to the study of its adult students with the hope that the findings will be of much greater value to adult education than the mere tabulation of statistical results. In so far as it is possible to show that the adult capacity to learn is maintained at a higher level through continued intellectual activity the prospect is good for the extension of the adult education facilities of the University.

"The evening students of the University are to be congratulated on this opportunity to lead the way in this survey which holds so much promise for the future of adult education."

"A little learning is a dangerous thing;
Drink deep or taste not the Pierian
spring."

—Pope

WHY DID I REGISTER FOR COMPOSITION?

Editor's Note: Curiosity prompted asking a class in Freshman Composition to set down their reasons for having registered for that particular course. The resultant answers may be applied in many cases not only to that course but to extension classes in general. The composite picture given by these students is offered here for our readers.

This Is an Investment

My object in taking English composition was of an economical nature. I hope I will learn the ways to use my words and sentences to the best advantage without groping for words, which is a waste of time. How much better it would be if I had the proper construction at my fingertips, instead of having to work out laboriously each problem of expression. One needs good tools for writing, and I am discovering that my investment of time to obtain better construction is already paying good returns. Whenever I have something to say, either in writing or speaking, I am more conscious of my words; in fact, I value them. I realize too that the time of my reader should be respected and that it is good economy for me to secure his best attention.

That Elusive "Culture"

For some time previous to 1928 I had felt the need of more cultural training. Most of my time to that date had been consumed in learning and mastering the theories and techniques which were necessary for me to command my particular occupation.

I have had the opportunity of studying the works of many fine authors during the past year and a half. This activity has aroused in me a still greater desire to learn the technique of writing. This course in the study of composition will, I hope, teach me the form or plan of writing, and the methods which must be used to give the proper effect.

As I progress in the various cultural subjects, I hope to gain and retain information which will be valuable subject matter for future conversation, writing, and enjoyment.

Keeping Impressions in Mind

To forget what one was so positive he would remember seems to be one of the easiest things in the world to do, but if one can take the time to study and read many forgotten things will come to mind again.

To read and then discuss a subject with a group makes a more lasting impression; it gives one new angles and thoughts and makes study less tedious.

English has always been a very interesting study to me, but when the discussions are led by an instructor and commented upon at some length, it becomes more interesting and useful.

A Consciousness of Shortcomings

It will be two years this June since I received my diploma from a Minneapolis high school.

At that time I felt as though I had the world with a fence around it in so far as education was concerned. No doubt such a feeling came to many others who had graduated with me at that time. To me it was all a glorious dream that I was through with school, books, and teachers, and that I could go out into the business world.

I am ashamed to admit that it took eighteen months of association with educated people to arouse me from that dream. What a jolt that was!

Eighteen months ago I felt it unnecessary for me to take a back seat to anyone; today I have to reach up to touch the bottom step of the ladder of success.

I think that to be able to do anything at all well one must be able to control the emotions of his own mind. By that I mean draw together all the forces of his mind and focus them on the one problem which is before him. Composition, to my mind, is an excellent subject for the training of one's mind in this channel.

Theme writing gives me an opportunity to express what I think I know about a given subject and then points out to me how little I really do know about anything.

Vocabulary and Imagination

Working in an office requires concentration on one's work. I have found in the four years I have been employed that year by year my vocabulary has decreased.

My work now has a promise of future management of a branch office of the company. My future requires a ready flow of words, a certain suaveness of speech that is capable of impressing my capability of handling an important position.

I have always enjoyed writing themes. I have really neglected my liking, and attended only the fact that this is a good way of increasing one's vocabulary.

My work has enabled me to develop many angles for theme writing, description of an article, why it is superior over another, and why it should be had, which affords me an opportunity to really sell my story.

All this time, I have been working on facts. Composition will, I hope, help me to develop my imagination, develop my thoughts into words. I find now that I have been missing the most important thing in life, imagination, a certain hilarity and irresponsibility, which is, I believe, a boon to one who is given to serious thought the whole day through.

To Improve My English

I took this course primarily to improve my English. My grammar has always been weak, hence I have had very little confidence in my speech. The course has helped me to improve much already. I find that I know many things about grammar of which I was not aware or did not have enough confidence to use. Many of my past mistakes have been through carelessness. In writing themes these mistakes show up more readily, and are more easily corrected. In some of my corrected themes I find that my choice of words has been poor. They have not expressed exactly what I have meant to say. I know that I must cultivate a wider range of words.

To Avoid Using Slang

The greatest difficulty that most people have is not being able to express themselves in a given time in a very satisfactory manner. It does not make a great deal of difference whether it be oral or written. Most of us do not have time to develop this trait by ourselves. In fact we find much difficulty in this age of written and spoken slang in avoiding the easiest way—that of falling back on this so convenient medium.

Don't most people look up to a person who is correct in speech and writing? This is inevitable, and one does not have to be afraid of slighting his friends to do so either.

The only way I can see to remedy this ill is to keep in close association with English by reading and writing it under specified rules.

I Found My Interest

After I had graduated from high school, I was always rather sorry that I had not attended the university afterward. It brought me a feeling of regret—as if I had not taken advantage of a rare opportunity.

One of my reasons for not starting the university immediately after graduation was that I had too much conflict in my mind as to exactly what course would be best for me. Now I know that business administration is the work in which I wish to excel.

At present I have just finished a business course and plan on being out in the business world soon. Toward the end of the course I began to wonder if there was not some way in which I could start working for my degree. Then I thought of going to the university night courses. I intend to finish this term and continue this work into the next year, after which I will be able to attend day school.

I intend to follow out my program no matter what should happen and am looking forward to the day when I will receive the coveted degree.

Lantern Club Play Is Success

(Continued from page one)



Reading from left to right: R. Lyons, Mrs. F. Matthews, Margaret Volkert, L. Malloy.

"Mary the Third," by Rachel Crothers, a delightful comedy drama in three acts and prologue, was staged by the Lantern Club, extension dramatic organization, at the Music Auditorium, on Friday and Saturday evenings, March 21 and 22.

This was the annual major production, one of which has been given each spring since the club's founding.

Anthony Wick played the masculine lead and the important feminine roles were taken by Miss Margaret Volkert and

Mmes. Edna Brodrick and Frederick Matthews. Others of the cast were Elmer Kihlstrum, Ray Lyons, Helen Nelson, Alice Ormsbee, Louis Malloy, and Joe Shannon.

Miss Ardella Johnson, student coach, directed the play with the assistance of Edward Staadt and Clement Ramsland, of the University faculty.

Officers of the organization are Theresa Jenniges, president; Stuart Ormsbee, vice-president; Lucerne Annis, secretary; Mrs. Edna Brodrick, treasurer.

Personnel of Students' Executives

Elections of officers for the Evening Students' Association have been held and the results have come to the INTERPRETER as follows: Clyde Forinash, General President; Elmer Kihlstrum, Vice-President; Mrs. Pearl Miller, Recording Secretary; Miss Clara Juergens, Credential Secretary; F. A. Kassebaum, Treasurer.

The General Council, composed of 21 members, includes besides the above names those of the following students: Edward Ahern, C. J. Anderson, Paul A. Anderson, Charles J. Berry, Anita Boehme, Eleanor Butler, W. C. Cheney, Don Hyland, Ray L. Lyons, Thomas E. Moore, M. C. O'Mara, Eric Rosendahl, Jennie Schey, Elsie M. Sidney, J. J. Sullivan, Ross V. Thompson.

Officers for the various sections include: St. Paul down town section—Clyde Forinash, Ross V. Thompson, Anita Boehme, Edward Ahern, and Ralph Trine; Collegiate section—Myra M. Heller, Elizabeth Healy, Harriet A. Faue, Ray L. Lyons, Frankie Waleen; Business section—Charles J. Berry, Eleanor Butler, Elsie M. Sidney, Hazel Dahl, J. J. Sullivan; Engineering section—Elmer Kihlstrum, Charles J. Ackerman, Howard N. Griffin, M. C. O'Mara, Roland Bakken.

Night Class a Surprise

I was very much surprised when I found myself attending night school. This may sound foolish, but my first night in this class was for the purpose of passing time. One of my friends had decided to attend night school, and he talked me into going with him. He suggested that I visit this class. Being rather curious as to how a class was run in a university, I was more than glad to attend. I found the class very interesting and enjoyable and having since made some friends in the class, I look forward to it each week. I have thanked my friend again and again for bringing me that first night, for now we not only go to school together, but are able to go some place afterward.

I wish that I had started night school last fall, for then I would be well on the way to finishing my freshman composition in night school. When one is attending day school it is very hard to take time to think of some subject to write one's weekly theme on. Where I work I have much spare time, and I used to sit at my desk counting the spots on the ceiling or watching the cars go by. Now, when I have a theme to write, the day goes much faster and as the boss thinks I'm busy, everything goes much better.

an occasion for auto-education. This is the strongest argument against mass education, that real intimacy between pupil and teacher is rendered difficult, if not impossible.

2. By a similar contact with the great minds of history through books and art. To read and reread with pleasure and understanding a really great book is in itself a means of education. It is thus that books yield their secrets. Men have known the Bible thus. So others have read Plato, Aristotle, and Aeschylus; or the four great tragedies of Shakespeare.

3. By a concentrated attachment to a subject of study, strenuously and continuously maintained, motivated by love of the subject or by curiosity. Mathematicians and biologists have by this means attained a vision of the "beauty and grandeur of the world." But the effort must be arduous and it must be self-imposed. One must either love the effort or the results of the effort. No coercion from outside can be successful or useful. An "infinite capacity for taking pains" is the essential.

The best guarantee of peace among the nations is that the citizens thereof have in common memories, associations, and ambitions. Therefore study ancient history, Latin, the natural and physical sciences. These things are not separated by national boundaries and there is a fellowship of scholars throughout the world. Moreover, through ancient history and Latin all Western peoples, at least, may trace themselves back to common origins and common derivations.

We must have some higher supreme aim, satisfying and durable because serving the good of all, or at least not incompatible with that good. The grouping of our studies about some such central, unifying goal makes for real education.

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The Interpreter

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WHAT FACTORS GOVERN ADULT EDUCATION?

By T. A. H. TEETER

Acting Director of the General Extension Division, University of Minnesota

Education is not an interest exclusively for adolescent and youthful years. The educational capacities of the individual rise rapidly up to the twentieth year, after which, if they decline, they do so slowly indeed, and the man or woman of forty-five or fifty years is quite as capable of learning as the youth of sixteen or seventeen.



T. A. H. Teeter

University administrators have sensed this ability for learning among adults for some time and opportunities for education of the adult have been liberally provided in larger colleges and universities.

The question now confronting educational administrators is, what should be the aim of adult education? The answers to this question are apt to be strange and sometimes irrational. The clergyman says the object of adult education should be "spiritual development." The optimist says it is "formation of character." The culturist, it is "to secure the better things of life." The sportsman defines it as "learning to play the game." The political fanatic says that its purpose is "to instill the right views" (whatever "right" may be). Others say it is "to create an educated democracy."

What Should Adult Learning Be?

Dr. Richard R. Price, Director of the General Extension Division of the University of Minnesota, has defined adult education as "whatever has to do with enabling grown men and women, usually engaged in a livelihood, to enter into the mental and spiritual heritage of the race." This is the most comprehensive definition that the writer has seen. Now the broad object of adult education must

be to make human life more effective and valuable.

Adult learning, then, should be

1. What is necessary to the well-being of the individual.
2. What is useful to the individual and the community.
3. What is monumental and lasting.
4. What is cultural and spiritual.

Real education of the individual reminds us of the process of quarrying marble. First the rough block is blasted out; second, it may be carved into shape for substantial engineering structures; third, it may be smoothed and polished to call forth its beauties in splendid monuments; and fourth, with the added touch of the artist, it may be carved into the likeness of a beautiful angel.

Now parks and palaces are the proper places for monuments and magnificent statuary but the work-a-day world of today is not an Utopia but a market for the more substantial and practical structures.

Importance of Employment

The main interests of the adult are concerned with the securing of the necessities of life for himself, his family, and the race. The instinct for making a living is innate and fundamental. It concerns the majority. It is not only a matter of labor but is a source of enjoyment, pleasure, and satisfaction such as are found in the desire to make and raise a family. A profitable occupation, then, is the necessity to which comprehensive adult education must conform.

The fundamental circumstance that needs consideration in adult education is the compulsory nature of occupation, together with the interaction between education and occupation. Employment is of limited choice. Those naturally endowed with the most intelligence have the advantage in choosing their life occupation. Possession of wealth also affects their choice. However, the major portion of the population must take what life has to offer in spite of desires or tastes. Most of us do what we can get to do for a

living. The greater part of active human effort, then, concerns employment or the performance of labor which is imperative. Since most employment today is of a mechanical nature, it requires comparatively small mental endowments and few unusual traits of character.

Choice Is Limited

This mechanical type of the world's work is so considerable as not only to absorb all of those of meager intelligence but also many of those individuals whose abilities would have enabled them to engage in occupations requiring higher mental attributes had there been opportunities where their powers could have been applied. But every occupation and profession has its limited quota of necessary workers. Therefore, the most assured positions are subject to competition. Energy, sharpness of wits, and other winning qualities put one person ahead of another.

These circumstances affect the object of education and its degree of necessity in the lives of the larger proportion of our people. What is more fundamental, these circumstances prevent the application of knowledge required in school. For want of this application and the consequent repeated use, unused knowledge is soon forgotten. The whole effect of school effort may be lost and wasted, either entirely or in part, if a study is not adapted to the subsequent occupation or avocation.

The amount of formal school education that can be put to useful service in the simpler employments is limited. It is in these simpler employments that the largest number of the populace must be employed. To attempt to educate people far beyond the needs of their life work may be thought economically false and unsound. Some may say that for a bricklayer or a farm-hand to learn a foreign language is an inutility. Advanced mathematics serves no purpose in the life of a barber or a baker's helper except, possibly, to satisfy a curiosity.

(Continued on page 4)

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T. A. H. Teeter - - - - Acting Director

Advisory Committee

S. H. Perry C. I. Rotzel
H. B. Gislason A. H. Speer

Alta J. Jones - - - - - Editor

MAY, 1930

What Happened to the Tests?

Tests taken by all extension students three weeks ago have been scored by a number of workers and are now in the hands of the tabulating machines.

We paid a visit to the office where the machines are in use, and were amazed at the things a machine can be made to do. Uniform cards are being punched to record information given on the front page of the tests as well as the individual scores. Each student has one of these cards.

When all the cards are punched correctly, they will be put into the machine, and sorted out. For instance, if the person in charge of the tests wishes to know how many people out of all those who took the test are college graduates, the machine is set by the expert who guides its destinies, and in a matter of minutes the information is at your disposal. In time we will have all kinds of interesting information for the students. Be patient, says Mr. Herbert Sorenson, and soon you will be wise.

Teeter Attends National Extension Conference

Mr. T. A. H. Teeter, Acting Director, will attend the Fifteenth Annual Conference of the National University Extension Association in New York City on May 7, 8, and 9.

Representatives from the forty-two universities making up the membership of the association will attend the conference, which will be under the leadership of Norman C. Miller, Director, University Extension, Rutgers University. Papers related to the teaching of special subjects, as well as other phases of extension work, will be presented at the conference. Meetings will be held at the Hotel Pennsylvania.

"Adult Education—

is based upon the recognition of the great truth that education is a life-long process, and that the university graduate as well as the man of little schooling is in constant need of further training, inspiration and mental growth; that the training obtained in school and college is necessarily limited to fundamentals, and that the real development of the individual lies in the independent effort of later years."

OFFICIAL NOTICES

Students are requested to read the following notices carefully, as the committee will hold each individual responsible for compliance with regulations herein noted.

Certificates

All students who expect to receive certificates from the General Extension Division at the June commencement must make application in writing to the Student Work Committee before May 15.

No student who fails to comply with this notice will have any recourse whatsoever if the certificate is not given out at the June commencement.

This is the last and final announcement.

Changes from Credit to No-Credit

Students desiring to change their registration from credit to no-credit may do so until the final week of the semester.

Plans for Coming Year

We are beginning to make our plans for the coming year, and request that any student who has friends who may be interested in extension work hand in their names to his instructor, or mail them directly to the Student Work Committee.

In this connection students who have suggestions as to special courses which they would like offered next year are urged to write their preference to the Student Work Committee to secure proper consideration. Such requests and suggestions should be accompanied by the signatures of students who are willing to take the course if it is offered.

Absences

No student whose absence exceeds three of the regular scheduled sessions of the course for the semester shall be admitted to the final examination of the course without special permission of the Students' Work Committee. All who wish to secure such permission must secure the written permission of the instructor. In no case will permission be granted without such consent.

A novel course is being offered at University College, Los Angeles, for the benefit of extension students. It is a course in the laws which regulate the air, and treats thoroughly the history and development of the legal regulation of aeronautics. It is taught by Lieutenant-Commander Clarence S. Williams, instructor of navigation and meteorology.

Our approach to knowledge, our use of knowledge in teaching, must be humanistic, must be dominated by an interest in human beings, by devotion to their development in power and freedom.—*Alexander Meiklejohn.*

Music Festival To Be Held

In co-operation with the Minnesota Public School Music League, the General Extension Division has completed plans for the sixth annual music festival to be held at the University on May 15, 16, and 17.

Entrances will be made by the fourteen districts of the state. These districts have conducted local contests and the winners of first place in each class and division will be eligible to enter the final state contest.

Officials appointed for the occasion include the following: Supervisor of Judges, Prof. Carlyle M. Scott; Festival Choral Director, Earle G. Killeen; Festival Band Director, Michael Jalma.

University Committees: Housing, Otis C. McCreery, Assistant Dean of Student Affairs; Anne D. Blitz, Dean of Women; Catherine McBeath, University Housing Director; Johanna Hognason, Preceptress, University Farm.

Reception and Entertainment: Chairman, Cecil Kirk, School of Business All-University Council; Evadene Burris, President W. S. G. A.; Bruce Campbell, President of Band; Lester Ashbaugh, President All-University Council; William Affeld, Jr., President University Singers; Minton Anderson, Manager of the Minnesota Union.

Otto S. Zelner, Secretary-Treasurer, is in charge of the entrance arrangements and requirements, and may be reached at 406 Administration Building, University of Minnesota.

A New Lyceum Attraction

H. B. Gislason, Head of the Lecture and Lyceum Bureau, tells us that he has been able to book the services of a group of singers well known to the Northwest for the season of 1930-31—the Fisk Jubilee Singers.

These artists have completed a concert season of appearance with various musical organizations throughout the country, and may be secured for concerts beginning with the summer months and continuing through the coming year.

These six Negroes, two women and four men, are known internationally and have been received everywhere with acclaim. Since their time is well taken up we must have a certain number of engagements to get the Singers here from New York. You are urged to make inquiries through the office of Mr. Gislason at once if you are interested.

Culture exists when one has learned to delight in the free use of the mind and of the imagination. Culture exists when one has learned to delight in thought, in art, in music, in ever-increasing understanding of all that is beautiful, gracious, well-ordered in the aspirations of man.—*Bennett.*

SOME EUROPEAN IDEAS OF EDUCATION

By DR. RICHARD R. PRICE, DIRECTOR, GENERAL EXTENSION DIVISION, UNIVERSITY OF MINNESOTA

Note: The following is the second in a series of articles written by Dr. Price, now in Europe, for the St. PAUL DISPATCH, and reprinted here by permission of that paper.

No better occasion could be found for obtaining a conspectus or epitome of European ideas of education than was offered by the conference of the World Association for Adult Education, which was held at Cambridge University, England, during the last week in August, 1929. Of course, much more than Europe was represented. There were delegates also from the United States and Canada, Australia, Japan, India, China, and Egypt among others.

It should be borne in mind also that these delegates represented from their respective countries regular organizations, official and unofficial, which have primarily to do with the continuing education of adults. In consequence, those who took part seemed to be remarkably free from academic dogmatism or subservience to institutional organization. They brought open minds, breadth of vision, willingness to learn, an inclination to prove all things and hold fast that which is good, and above all things enthusiasm and an abiding faith in the intelligent and educated character as the efficacious and permanent solvent of human ills.

From such an assemblage of distinguished and experienced educators much might be expected in the way of reasoned advances on the fundamental problems of education, especially those problems that are involved in the social theory of education, and its relation to social well-being. Nor was this expectation disappointed. No time was wasted on details of practice or procedure, but the underlying and permanent issues were attacked with vigor, cogency, and clarity. Many of the speakers were free-lances, unconnected with any school system, and therefore able and willing to analyze and discuss these matters with a certain detachment and freedom.

Nor was it without significance and interest that the meetings were held under the auspices of an ancient university, whose beginnings go back to the twelfth and thirteenth centuries. Here amid peaceful and secluded gardens, far from strife and turmoil, rise those noble Tudor structures which carry on down through the ages the memory of the princely munificence of long-dead kings and queens. And here in the nineteenth century began that reaching out of university influence and guidance to those under-privileged seekers for knowledge outside the college gates, which in our own day has culminated in the widespread and rapidly growing university extension movement. To those identified with university extension, therefore, the visit to Cambridge

University was in a spiritual sense a return to *alma mater*.

But it must be emphasized that this was by no means a conference of the votaries of university extension. As a matter of fact, university extension occupied a relatively minor portion of the program. The scope of the papers and discussions embraced the whole field of adult education in all its manifold and diverse activities. Whatever has to do with enabling grown men and women, usually engaged in gaining a livelihood, to enter into the mental and spiritual heritage of the race—that is adult education. While it does not exclude vocational training, it makes that a means and not an end. It capitalizes leisure time, however scanty, for the purpose of ennobling human life and giving it purpose and meaning. It takes the human being on the level where his opportunities have left him, however lowly, and then lends him facilities and guidance for raising himself to his own potential stature.

Of this wide field of activity university extension occupies a relatively small but far from unimportant part. It deals with those who are prepared for work on the college level but who, perforce or through choice, combine making a living with the further pursuit of education. These, while comparatively few in number, are of great social importance and value because of good native endowment and because of their great potential capacity for effective leadership. They are a social asset worthy of preservation and cultivation.

In this brief report I propose to touch upon two lines of thought, more or less controversial in their nature, which were latent or patent in the papers and discussions of all the sessions. These principles were touched upon or recurred over and over again in the several papers or addresses, and views pro and con were voiced repeatedly from the floor. The first had to do with the meaning, purpose, and scope of college or university education; the second attempted by analysis to discriminate between true and false education, as indicated by objectives and results. Needless to say, these are fundamental educational issues and one's attitude toward them is governed by one's basic educational philosophy. The conception of these matters which ultimately prevails will have far-reaching results in the character and mode of life of future peoples. We are dealing here with the very essence of social evolution, for we are in a sense determining what shall in the future be regarded as durable values and ideals; in other words, what kind of a world we shall live in.

I. Is it the business of a college or university to polish pebbles or polish diamonds? Or shall it polish whatever comes along, in the hope and expectation of

finding some diamonds among the heaps of pebbles? Herein we have pictured graphically the whole dilemma of present-day higher education.

The question is answered differently by different institutions. Cambridge University boldly and purposefully limits itself to polishing diamonds. Out of every four prospective students who present themselves at Cambridge, with their matriculation examinations passed and therefore mentally qualified for entrance, three are rejected and only one accepted. Cambridge has no time or money to spend on the mediocre. Each candidate must undergo a long and searching personal interview, perhaps two or three of them, before a keen and experienced judge of men and of promising human material. Only those men are finally accepted who in mind and character and all-around personality give sound promise of rendering adequate returns in public life or in social service for the training given them.

For it must be borne in mind that the Cambridge type of training is enormously expensive per individual. Each student has a member of the faculty called a tutor who is responsible for him and to whom he reports on his work. The university provides one such tutor for about each twelve students. Tutors and students live together in the college buildings, eat together, and are otherwise intimately associated. The tutors hold frequent conferences with the students, direct their reading, advise them about attendance on lectures delivered by the principal professors, and otherwise act as mentors and guides. There are few requirements as to attendance at set exercises or classes, and no system of credits. Much is made of intimate personal contact between professors and students.

It will be seen that this is highly individual and intensive education. Much time, money, and attention are devoted to the individual as a worth-while personality with large latent possibilities. The university, having previously satisfied itself of his capacity, proposes to bring out and develop the best there is in him to the limit of his potentialities. Having selected what it believes to be a diamond, it proceeds with the polishing, devoting thereto intensive skill and attention.

It will be seen that this system is just the antithesis of what we are accustomed in the United States to call "mass education." In our state universities particularly there is virtually no attempt to limit attendance; anyone is accepted who is able to complete the requirements of an accredited high school. In consequence, there is an enormous mortality during the course of the freshman year, and a con-

(Turn to next page)

(Continued from page 1)

The importance of limiting and directing education is, therefore, said to be as important as extending it. University extension through increase of school years or multiplication of subjects learned has a relation to class employment and the numbers engaged therein, remembering, of course, that each and every place must be filled. Under such circumstances, the choice of work must be limited largely to opportunity.

On the other hand, the educationalist will proclaim that formal learning does not concern occupation. He will remind us of the "formation of character," "mental and moral culture," etc., all of which are supposedly to be derived from school training. These are the monumental characteristics, but are they in fact being taught?

The limitations imposed by kind of employment prevent the maintenance of a culture, mental or social, that is not put to daily use, that is surplus to daily education. In the case of the brick-layer who has learned French, or the fireman who has learned music, and sings tenor in his bathtub, or the press operator who has learned calculus, these attainments may pass out of mind through disuse or want of opportunity to exercise them in daily work. The forgetting of learning for want of use is almost certain to occur. To be remembered and used, education ought to have relation to the business and habits of life. No extra interest that is cultivated, no art that is acquired has ever been maintained except through practice—take music or the speaking of a foreign language, or even a religious interest.

Why are men who do the simplest manual labor usually uneducated? First, the occupation does not require broad education; second, their mentality may have forced them into the occupation where little learning is necessary, and thirdly, disuse of their knowledge may have allowed them to forget much that they once knew. The gaining of place in this world has always been a matter of natural competition. From early childhood, men sort themselves. It is human nature that shakes the screen and he who imagines himself of such unusual ability as to force one hither and another thither is as apt to mar as to make results. A broad scheme of safe, supported adult education ought then to concern itself with after occupation in order to have permanent effect. It should be planned and calculated with an eye to the relative numbers that can find employment in the several occupations and grades of life.

The real value of any educational experiment consists not only in its principles but also in the success with which it interprets those principles in practical form.—*Eugene R. Smith.*

(Continued from page 3)

tinued though diminishing mortality during the subsequent years.

The theory here seems to be that the state is under obligation to furnish a college or university education to all of its citizens who have intellectual capacity above a certain not very high minimum. The university sets a bountiful table, and all who will may partake thereof, taking away what they have the capacity to assimilate. The aim is to raise the whole educational level of the people and to provide not only a few educated leaders but also a leaven of educated citizens capable of recognizing and following capable leadership.

This theory had its advocates and its opponents in the conference, though the latter appeared largely preponderant. It was asserted that while in the United States many pebbles get a superficial polish, the diamonds do not get the attention merited by their intrinsic worth. The professors are kept so busy with the enormous mass of pebbles that the few diamonds either escape notice or are neglected through sheer weariness.

On the other hand, it was pointed out that stones vary in preciousness. It is certainly worth-while to polish diamonds; but in a society with multifarious needs and grades of usefulness, is it not also worth-while to polish agates and garnets and turquoises? Society needs engineers capable of designing and constructing great bridges and central power stations, but it needs many more men capable of repairing electric bells, telephones, and automobiles.

In my opinion, there is need of both types of institutions. One does not necessarily exclude the other. The world has need of both types of higher education; one to train intensively the high grade men with capacity for leadership and original research, and one to raise the common educational level while not neglecting the men of uncommon talent or genius who may emerge from the mass.

II. What constitutes real education? Knowledge or learning or erudition? Not always. Some pedantic specialists are far from being educated men. Some men who are well read in only two or three really great books, but who have observed, reflected, and experienced, are veritably educated.

Three phases of the educational process may be distinguished:

1. The acquisition of the tools of learning, namely, reading, writing, and arithmetic;
2. training in some vocational field, so that the means of livelihood may be assured;
3. acquaintance with the world in which we live in its physical and social aspects, including the best that men have thought and said and done during the ages.

But this is not enough. Thorndike has truly said that education is the changing of an individual from one kind of a person to another kind of a person. Education

implies change. Knowledge that does not produce change is a mere inert collection of facts; it is not vivifying, renovating, transforming education. Unless a man be born again, he cannot be educated.

Again, book learning is not enough. Knowledge must be combined with experience to produce the desired result. Only as a man can use and verify in his own experience the things he has learned do those things become truly his own and thus the germinating seeds of true culture and education. Knowledge, observation, reflection, experience—these are the key words to the mental and spiritual transformation which we call education. It is not the means but the end result that counts. Therefore there is truth in the saying that education is what a man has left when he has forgotten what he has learned. Hydrogen and oxygen when properly united do not make a combination of hydrogen and oxygen but an entirely new substance—water. Education is the transformation or the evolution of an individual into a personality.

Our prevailing fault, noticeable among college students and even among extension students, is the desire for immediate results. We want our studies to result immediately in higher salaries or better jobs. This is not an argument against vocational training; far from it. But that training is a means and not an end. We must clearly view our objective. Training for a job is good, but it is not education. We must have in mind the longer swing and not be so severely practical for immediate material ends. Education is a fine flower of slow growth. What we need and must aspire to as real education is the quickening power of a new life.

Editor's Note.—These two articles express views on education which are deserving of comment. We should like to hear from our readers about them.

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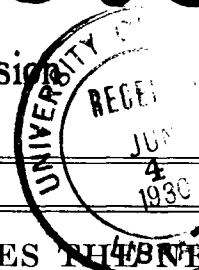
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HOW THE STUDENTS' WORK COMMITTEE SERVES THE NEEDS OF THE INDIVIDUAL STUDENT

By S. H. PERRY

Chairman, Students' Work Committee



S. H. PERRY

PERHAPS the individual student who consults the Students' Work Committee relative to some problem of his registration for a course in the evening classes thinks that the major work of the Committee is concerned with this matter of advising students about to register for an extension course. As a matter of fact, this is one of the essential features of the work of the Committee, but the ramifications of the work of the Committee carry it quite far afield from this single item of work. It might be of interest to the student to know something about the different types of contact that this Committee has with the student body.

Nature of Work Defined

It will perhaps be well in the discussion of the work of this Committee to begin at the beginning. According to the regulations under which the Committee operates, it has to do primarily with questions of educational administration within the Extension Division, in contradistinction from the matters of business administration which come within the province of the director of the division alone.

One of the most important items of work which falls to the Students' Work Committee is to modify the certificate curricula in the different fields of Science, Literature, and the Arts, Business, and Engineering, or to arrange new curricula which will meet the needs of the day. Under the administration of the Committee many such changes and improvements in curricula have been made. Almost all such changes have been the result, in part at least, of student suggestions and in response to student needs. As a result

the certificate curricula offered through the Division at the present time meet the needs of the student clientele as well as any offered through any extension division in the country.

Who Makes the Bulletin

Another important item of the Students' Work Committee work has to do with the preparation of the bi-annual Extension Division bulletin. Mr. O. C. Edwards is in charge of this department of the Committee's work. This involves an enormous amount of work and preparation, and is one of the most important functions of the Committee. In addition to this, Mr. Edwards also has charge of the preparation of the program of classes issued each semester. From a comparison of printed programs of classes with other extension divisions, it appears that the one issued by the General Extension Division is the most attractive and informative schedule issued by any extension division of which we have any knowledge. In the course of work leading to the preparation of new bulletins, or of new programs of classes, there is always considerable work to be devoted to securing statements from instructors as to their prospective offerings, arranging for new courses and for instructors, and innumerable details which go along with work of this sort.

Advising the Individual

Another field of activity of the Committee has to do with advice for the individual student. In the first place, hundreds of students seek advice of this Committee just previous to, or in the early days of, each semester. Most of the questions which they ask have to do with questions of what course they should register for, but many of the questions are much more intricate. In many instances they have established no record with the University, but have done work with other institutions and wish to have their programs for their work with the University made out. The result in such instances is

securing transcripts of their work in other institutions, filing the same with the University Registrar, securing from the Registrar's office a statement of evaluation of these credits, and in many cases the securing of a balance sheet showing the work needed by the students to complete the requirements for degrees.

In the past year the Students' Work Committee has advised over 100 students in Duluth alone relative to the work necessary to complete requirements for a degree from the College of Education. In all of these cases, students have been unmatriculated and have therefore, of necessity been unable to secure the desired advice and counsel through the College of Education.

Other students consult the Committee as to the question of whether they should be allowed to take more than the normal load of class work in the Division, or make petition to take certain courses without having had the courses prerequisite.

Many students request the Committee to secure for them the privilege to make arrangements for special examinations for advanced credit in subjects in which they have had work, but are unable to present appropriate credits from recognized institutions. Work of this sort is not confined to the registration period, but continues more or less all through the year.

Co-operating with Classes

After the semester's work is under way, the Students' Work Committee is concerned with questions of student delinquency due to excessive absences, or due to low grades which have been reported by the instructors. In such cases, it is necessary to determine whether the student shall be allowed to continue work for credit, or just what sort of advice should be given to him relative to his continuance in the course.

During the closing months of the University year, the Committee is concerned with the examination of the credits of

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JUNE, 1930

Dr. Price Returns

Dr. R. R. Price, director of the General Extension Division, who has been in Europe for the past ten months, is sailing for home from England on June 21. He is expected to be in his office and assuming his duties as director on the first of July.

Registration Plans

Because of the success of the plan for registering old students before the beginning of classes, which was tried out the past semester, plans are now being made whereby all students may register before the beginning of classes in the fall.

Definite arrangements which have to do with the dates and method of bringing this about will be announced in the September issue of this INTERPRETER at the time of the publication of the schedule of classes for the semester 1930-31.

Perry Accepts Position Elsewhere

Professor Stanley H. Perry, teacher of history in the Extension Division, and chairman of the Students' Work Committee, has accepted a position as Head of the History Department at Aurora College, Aurora, Ill., for next year.

When Mr. Perry leaves, both students and faculty will feel sincere regret, since his contacts have been many, and his length of service in extension have earned for him many staunch friends, not only in the Twin Cities but also in Duluth, where he has conducted classes for the University.

We should like to take this opportunity of wishing him many pleasant adventures in his new work.

Graduation Is June 9

The June exercises of the graduating class of 1930 will be held on Monday evening, June 9, at eight o'clock in the stadium. Many of the Extension Students will be receiving their certificates at that time.

Tickets must be presented for reserved seats for the exercises, but if any of our students are particularly interested in coming to the function, they may obtain tickets for reserved seats through the general office of the Extension Division, 402 Administration Building. There is no charge.

High School Students Make Entrance Credits

Fifty correspondence study courses are offered in the Extension Division for the purpose of aiding the great number of high school graduates whom the Registrar finds are lacking entrance credits.

These Correspondence courses follow closely the University and high school work and are taught by University professors. They are acceptable for full entrance credit in case of need.

Teachers Make Hay in the Summer

Registrations in the summer schools and Correspondence Study Department work are witnesses to the fact that teachers everywhere are a special group which appreciates the opportunity to gain credits in the summer, either for use in State Teachers Colleges or the University later, or for certificate work, as well as for self-development. The Correspondence Study Department of the General Extension Division would be glad to send anyone the new bulletin for 1930-31.

University Day Students Earn and Learn in the Summer

While students' pocketbooks are recuperating in the summer, the student may, himself, at the same time earn extra credits toward his University course by taking University Correspondence Study work.

The new bulletin of 1930-31 is now available and will be sent upon request.

Copyrighting Correspondence Courses

New courses together with revised and rewritten courses of the Correspondence Study Department are being copyrighted as rapidly as possible.

The first copyrights are now being applied for in order to protect new and valuable manuscripts.

The Correspondence Study Department is increasing its number of courses and is finding such protection necessary.

"Rural Community Reporting" is a new course in Journalism which soon will be completely available. This course is being written by B. R. McCoy, Chairman of the Department of Journalism.

Two concrete courses, "Elementary Concrete Work" and "Advanced Reinforced Concrete Design," are nearing completion. These courses are being written by C. A. Hughes and J. A. Wise, respectively.

The third course in Library Training is being completed. It is entitled "Elementary Cataloging" and will make a satisfactory addition to the two courses already in use, namely "Elementary Reference" and "Elementary Classification." Two of these courses have been written by Miss Alma Penrose, former instructor in the Library School and now general librarian at St. Cloud. The other course was written by Miss Margaret Greer, also former instructor in the Library School and now librarian of Central High School, Minneapolis.

Orientation To Be Offered

New courses are already being planned for the schedule of classes next fall.

Among them is the course in Orientation, a study of the political, physical, and social sciences, which has proved to be very popular on the campus since its inauguration three years ago. The course is an attempt to introduce the student to the modern world in which he lives, not from the point of view of the specialist in any one subject, but from that of the general observer.

A class in Chaucer will be offered for the first time in night school. This English course is required for any one of the major sequences in English, and is a study of the reading and pronunciation of Chaucer's English through the Prologue to the *Canterbury Tales*, and some few of the *Tales* themselves.

Graduates Seek Education

Washington University gives us some interesting figures dealing with the number of college graduates who take advantage of extension work.

"The evening classes in Washington University were inaugurated in 1915 primarily for the purpose of offering additional opportunities for adult wage earners who had been deprived of the privilege of an education because of the necessity of earning their living at an early age. . . . It is therefore surprising that 15 per cent of the 3,553 students enrolled last year were college graduates. . . . If the college graduate still feels that he can make a profit on his investment by continuing to study, how much greater in proportion should be the dividends of the earnest man or woman who had to leave school after only a year or two of high school and for whom additional education is the best and perhaps the only way of rising above the blind-alley job."

A later bulletin from the same college develops this question further by stating that the number of college graduates had increased out of all proportion to the average increase in students for the year. Whereas the general increase in registration for Washington University Extension had been 9 per cent, college graduates had increased 23 per cent over the number recorded the previous year.

An activity which does not have worth enough to be carried on for its own sake cannot be very effective as a preparation for something else. . . . The new spirit of education forms the habit of requiring that every act be an outlet of the whole self, and it provides the instruments of such complete functioning.—*John Dewey.*

Begin to plan for next year; continue the course you have started, or watch for the inviting new courses.

Results of Tests Available

College Ability Tests taken by extension students in making an adult education survey, under the direction of Dr. Herbert Sorenson, have now been completely scored and certain conclusions may be drawn from facts presented through these tests.

It must be remembered that there were a number taking the tests whose capacities could not be measured by this means. Among these are the people who had a language handicap; if the student is in the process of acquiring an English vocabulary, his capacity will be measured too low by taking a test of this nature. Other students, whose work keeps them in constant contact with the process of reading, may have an advantage over those who do not read in the course of a day's work; we cannot be definitely sure on this point.

Some psychologists assume that everyone has enough opportunity to read; therefore the vocabulary and reading ability of the individual is largely a matter of his capacity. Within limits, which must not be too narrow, this is particularly true of testing materials which are not specialized.

With students having such a diversity of experiences as is true of evening students one cannot overlook the effect of one's daily experiences on one's ability to know words.

Of the 2200 students who took the college ability tests during the week of March 24-29, one has the distinction of scoring 463 points out of a possible 480. And this is a high honor, since it stands high above the highest score of the norm for the test. In addition to this fact, several students scored 440 points. Generally speaking, the majority of extension scholars showed a high college ability through these tests.

In this large group, where ages ranged from 16 years to as high as 70 years, there were high scores in every age class, but the average score of age groups increased with age. We cannot help but be encouraged to pursue education as we grow older when we consider this fact.

In this heterogeneous mass of individuals the amount of previous education varied from none at all to over 20 years, or beyond college, per individual. The majority had, however, high school educations or more. One would think that those who had had secondary educations would be able to turn in excellent tests, but results of the examination showed that many who had only seventh and eighth grade educations scored high, as high, in fact, as the best of those who had had college training.

That college ability is something which is not affected by conditions outside the individual himself might be concluded from the information that the lack or possession of education by the parents of

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A Remembrance of Childhood

It was during the Christmas Holidays. All the grandchildren were at Grandfather Peirce's farm. We had played outside all day. Our sweater cuffs were wet. Our hands were blue and chapped with cold. Our leggings were caked with melting snow. After being divested of this discomfort we were rubbed vigorously with coarse turkish towels that left our bodies tingling, and dressed in dry clothes. Our mothers suggested that we play inside the rest of the evening. This did not keep us from looking through "windows faintly holding the feathery filigree of frost" to watch the older children. As they slid down the hill we could hear the metallic squeak of the steel runners as they raced over the hard packed snow. We heard their shouts of triumph as they passed one another. We wanted to be with them but we were forced to stay inside. To appease us, Grandmother said we might make some fudge. We reluctantly left the windows and went into the kitchen.

It was a cheerful kitchen. At the low windows hung white dimity curtains. On the window sill were pots of bright red geraniums.

We laboriously measured out the sugar, giving ourselves liberal amounts. We took the rich creamy milk from one of the many pans standing in the pantry. We constantly argued about who did the most work as that one surely would deserve the most candy. This logic made us all very diligent. After adding the milk and chocolate we lifted one of the lids from the stove and placed the pan over the open fire. Grandmother called this, "sinking it." The stove was a huge black wood stove. It had cooked many meals for all of us. Every few minutes we would take big spoonfuls to test it. We delightedly ate this water soaked sample, declaring it was already wonderful fudge. The cooking fudge gave off a penetrating, appetizing smell. The odor of chocolate in the clean kitchen gave to tired children a drowsy contented feeling. Junior got out the cheese cloth sack of nuts. We cracked the nuts on Grandmother's stone irons, standing the nuts up in the notch meant for the handle. We had to crack a lot as we ate so many as we worked.

When the candy was finally done we had eaten so many testings and nuts that we had rather lost our appetite for fudge. Also, the kitchen was not by any means in the immaculate order that we found it. The floor, of wide boards which were worn with scrubbing until they had become a greyish white, was no longer spotless.

By this time the grown-ups said it was time for us to go to sleep. We were half carried up stairs away from the warmth of the stoves, and put into bed between cold sheets. We curled up into small balls trying to minimize the part next to the cold. Our dreams as we fell asleep were a joyous jumble of games we were going to play the next day.

Should Teachers

Go On Studying?

Should teachers just teach and students just study, or should teachers both teach and study? The question sounds foolish, of course, for every teacher must not only keep up with the teaching of his classes but must also keep up with his advertising field. Besides, most teachers are not as far along in school as they hope to be some day. Correspondence courses offer them the opportunity to study while they teach.

As the standards for teaching are constantly being raised, the man or woman who was qualified to teach in a high school ten years ago, may quite possibly find himself unable to qualify today if he wants to go into teaching again. If he is unable to attend college in residence, he has one hope left—work through the extension division of the University. For University credits in college subjects secured by correspondence, extension center or extension class will count toward the requirements for teaching.

Or suppose the teacher is working toward a college degree, either an A.B. or a B.S. He wants to get along with as little time lost from his teaching as possible. For such persons, the opportunity of securing as much as one-third of the entire credit required for the degree by correspondence is one not to be overlooked. Or if the teacher is working toward the A.M. degree, he may secure credit through the extension division to the extent of four hours before beginning his residence work, and eight hours altogether.

Rural and village school teachers who have not yet completed four years of high school work are able, through correspondence courses, to prepare themselves to meet the state requirement that all teachers must possess the equivalent of four years of high school work. Teachers wishing to remain in the profession are warned against delaying the completion of their high school work.—*University of Missouri News Service.*

To Arouse from Lethargy

Performing the same duties every day may in time become very monotonous as they come to require less thought and application when they are better learned. To avoid this monotony, it is natural to turn to some diverting activity. Some find this diversion in amusement; others, wishing to improve their occupational value, find it in educational study. In the past, an eighth grade education was the established prerequisite for better position. At the present time, one is better equipped for most positions with some college training. English and composition are essential to a good secretary. When the writing of an article or letter is left to her, she is handicapped if she cannot easily express or convey to her reader the idea she wished to set forth.

DOROTHY CANFIELD FISHER WRITES ABOUT ADULT EDUCATION

In an article written expressly for state education associations and published in the May number of the *Minnesota Journal of Education*, Dorothy Canfield Fisher, well-known novelist and essayist, expresses many pertinent thoughts concerning adult education. The title of the article is "Adult Education for Teachers."

"Solomon's adage," says Dorothy Canfield Fisher, "about there being nothing new under the sun has had a longer life than most folk-sayings, but its knell has rung. The telephone, the radio, television, and all the other new conquerors of space are carrying that old saying to its grave, and in its funeral procession walks the new idea of adult education."

She speaks of the newness of adult education, proved by the fact that it has just had its first international meeting, and expresses the significance of the movement in general by the following figure:

"We have until now been so excited (and naturally, for universal schooling and the abolition of illiteracy is a true miracle) by the mere fact that training in the use of intellectual tools is for the first time open to anyone, that we have paid little attention to the fact that most of our school-apprentices did not use the tools given them to create educated citizens out of the raw material of personality with which they were born."

The special significance of the movement for adult education is of a triple nature for teachers. First: "They suffer more keenly than any other profession from the lamentable idea that education ends with the conferring of some sort of a diploma. This idea puts upon teachers the impossible task of providing through their instruction enough 'education' to last their students through life. It forces into the curriculum and into the studies taken by every student a mass of subjects some of which the Archangel Gabriel could not teach to the students supposed to learn them."

Under a system which goes on the principle that education goes on forever, a teacher might be able to pursue her profession with joy, knowing that she does not cram facts into a student's head to enable him to pass an examination, "but a living desire to be informed human beings, not only historical dates but a keen interest in history as a help in the comprehension of the present."

The second significant fact for teachers in this movement is: "But more than this professional gain, teachers as individuals would profit immeasurably by the greater extension of adult study.

"They need it themselves.

"One of the queer, almost amusing facts about this new movement for wider intellectual activity among grown-ups, is that its leaders are always trying to stir other people to more active mental growth,

and seldom think that they themselves might profit by intellectual effort. In the first International Conference of Adult Education held at Cambridge, England, last summer, this was noted by several smiling observers.

" . . . Every body needs stimulation to keep him growing mentally. Teachers need it more than most people because of the vestiges still left among us of the silly idea that a person who has a diploma 'has got his education' once for all, like the well-known girl to whom one did not make a present of a book because 'she's got a book already.' That girl should never be forgotten by teachers who are only too likely to have the same feeling about their own mental life."

The third reason for the importance of adult education to the teacher is the following: "The establishing of a habit of the use of mind in study during grown-up life, would freshen continually in the minds of teachers their perception of the real nature of study and learning. . . . To change from the position of teacher to that of learner is one of the most instructive steps a teacher can take."

And these thoughts do not apply to teachers alone. "No teacher should live through more than two or three years of life without learning something quite new to her. But as far as that goes, neither should anybody else. And we shall all need to do it together, for that sort of activity can never, except in rare cases, be carried on in contradiction to the general tone of the civilization which is our background."

A High Ideal

My greatest ambition is to be able to learn to express myself fluently. I should desire nothing more than to be able to paint a word picture so truly beautiful that one could not resist reading it. If I could do this, I would hold the key to fame and fortune. My first step toward this goal was my early education; the next step is the course in composition which I am now taking.

My greatest misfortune is that I care nothing about the appeal of the topic for my reader. The way to become a success, financially or otherwise, is to write only the material that the public demands. In order to do this you cannot have any respect for yourself whatever. One can never attain any goal during his life if he writes only what he will be honored for a hundred years after his death. Sentiment and finance do not mix.

Know then thyself; presume not God to scan

The proper study of mankind is man.

—Pope

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candidates for certificates, with the checking of these credits with the Registrar's office, with arranging for special examinations to remove deficiencies, with questions of substitutions, etc. The list of candidates having been determined by the Committee after an exhaustive study, is presented to the faculty of the General Extension Division for its approval before the certificates are granted.

Work Has Increased

It may be of interest to the student to know that since the appointment of this Committee in 1927, its work has increased to a very great degree. The Committee has attempted to co-operate with the student body through the student organizations, and has found them ever ready to work with this Committee for the furtherance of the best interests of the Division.

The Committee feels that the work of the last three years has thoroughly justified its appointment and that due to its centering its efforts on co-operation with the student body, and attempting to meet student needs, it has proved itself of decided value to the University, and to the public which it serves. We take advantage of this opportunity to thank student leaders in the student body as a whole for the cordial way in which they have co-operated with every attempt on the part of the Committee to increase the efficiency of the work of the Extension Division.

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the individual seemed to have no co-relation to the final result of the testing of college ability. On the average, the underprivileged tested higher than those who had had all advantages possible.

These are only a few of the interesting generalizations drawn from the tests. The value of any such experiment lies in considering not the individual, the isolated case, but rather the students as a unit.

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