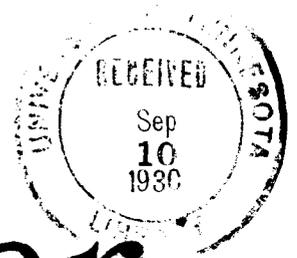


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EDUCATION A LIFELONG PROCESS

The Interpreter

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CAN AND WILL IN EDUCATION

By DR. JOHN WALKER POWELL,
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DR. POWELL

A S O M E - WHAT disillusioned educator recently remarked that in education, as in everything else, success depends on two factors, *can* and *will*; but that in the modern educational system in this country most of the *will* is provided by the school or col-

lege, and the *can* of the average student is an empty one, waiting for the teacher to fill it.

leged, and the *can* of the average student is an empty one, waiting for the teacher to fill it. In other words, one of the chief weaknesses in modern education is its failure to awaken a genuine hunger for knowledge on the part of the student. Every parent knows that a six-year-old is an animated interrogation point. But somehow, when the child is introduced into the system of the public school, this native thirst for information gives place to a stolid attitude of indifference or passive resistance to the educational process, which often persists to the senior year in college. School life is a game, in which the teacher tries to see how much education she can get across, while the pupil tries to see how little his studies can be made to interfere with his education. The real business is athletics and school activities, to which studies are an irrelevant interruption.

There are doubtless many reasons for this situation, one of which is the relatively small *can* of a majority of the pupils. In our enthusiasm for education in a democracy, and our determination that the largest opportunity shall be open to the humblest, it is only in the last few years that educators have begun to take account of the I. Q. (intelligence quotient) of the student, or to devise different methods of dealing with the backward child. There is still far too little attention paid to the bright pupil. The enormous overcrowding of the schools and the reluctance of the taxpayer to furnish adequate equipment and to pay adequate salaries enhance the difficulty. But there is likewise a growing recognition of the necessity of discovering the secret of student initiative, of arousing the *will* to learn. The much discussed Montessori Method is based on the doctrine that the student who is drawn from in front will work much more effectively than one who is merely pushed from behind. It is not enough to stimulate activity by the offer of prizes, honors and degrees. The real problem is to get the student to recognize the relation between his studies and his life interests, and thus to secure his enthusiastic co-operation. This is one reason for the relative success of vocational as distinguished from cultural education. Almost any youth will work, if he can see any economic advantage in so doing.

Perhaps the end will be achieved not so much by a change in educational methods, as by a campaign of propaganda for the education of parents. They must be made to see the social significance of literature and art, of history and philosophy. They must be taught the value of the trained mind, of the broadened outlook upon political and social problems which a generous culture affords. They must appreciate the necessity of learning how to make leisure as well as labor profitable for the commonwealth. They must understand that the stability of a free government rests even more upon the character than upon the intelligence of its citizens; and that the awakening of ideals, the development of broad human interest, the recognition of essential human values such as a liberal culture alone can yield, is the supreme need of a democracy.

When once the *will* to obtain the largest development of which one is capable is awakened in the individual, the *can* will take care of itself. Even the subnormal intelligence is capable of development, once its interest has been aroused. If only a few are gifted with exceptional powers, the many are entitled to as rich and full a life as their capacity affords.

Elementary Bacteriology

An evening Extension class in Elementary Bacteriology will open on Tuesday evening, September 30, in room 214, Millard Hall on the University campus. The course will include the history of bacteriology, kinds of culture media, methods of staining and identification of bacteria, principles of sterilization and disinfection, bacterial food poisoning, air, water, milk and food bacteriology, and the relation of bacteriology to industry as well as pathogenic micro-organisms. This is a survey course and should be profitable to medical technicians, people engaged in food industries such as chemists and dietitians, and students of biological science. The class will meet on Tuesday and Thursday evenings at 7:30. The tuition fee is \$15.00, plus a \$2.00 laboratory fee payable at the time of registration.

Among the New Courses

Among the new courses offered this year is that of Orientation, which will be taught by Mr. Frank Hursley and Mrs. Kuypers.

Orientation is a treatment of the sciences in a non-technical way. The course aims to do just what the name implies: to orient the student to the world in which he lives. An introduction to the hitherto unknown or taken-for-granted facts helps many times to round out the education of the cultured man. The course will carry three credits, of full university grade value.

Mr. Hursley will also teach the courses in Introduction to Literature, a sophomore course in English which is required of all those who plan to hold teacher's certificates in English. The course will meet twice a week and will carry six credits. Classes are offered in both St. Paul and Minneapolis. For exact time and place see the schedule which is enclosed with THE INTERPRETER.

The Interpreter

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SEPTEMBER, 1930

Just a Suggestion

With the beginning of the new year, the editor of the INTERPRETER hopes that the paper will have the fuller co-operation of the students.

Although primarily the voice of the administration, any publication cannot be truly such unless students and faculty contribute in every way possible.

In the past we have printed correspondence and night school lessons in whole or in part just as instructors have picked compositions from the mass presented to them.

In the future we hope that there will be more voluntary contributions. A student should feel free to send to the INTERPRETER any thoughts which he feels should be made known. Of course not all of these can be published but the editor will be only too happy to consider these and to communicate with the authors.

Come on, let's get together and make the INTERPRETER better than ever.

Comparative Figures

Statistics for the year 1929-30 have been compiled showing the number of student registrations, class registrations, and total enrollment in the Extension Division which can now be compared with figures for the preceding year.

The tables shown below summarize these statistics in comparison with those of 1928-29.

Student Registrations

Total Collegiate	6454	6297
Total Business	3063	3742
Total Engineering ..	1520	1703

Total 11037 11742

Net Gain in 1929-30.... 705

Total Individuals 6355 6896

A summing up of classes shows that whereas there was a gain in the number of classes offered in 1926-1927, from 561 to 619, there was a decrease in offerings from 609 in 1928-29 to 602 in 1929-30.

The accuracy of figures cannot be doubted, and therefore we are right in saying that the Extension Division continues to grow from year to year.

A Personal Word

After a year's sojourn in foreign lands I have returned a stronger believer than ever in American institutions and in the social and political principles on which those institutions are founded. Nevertheless, one is no less a patriotic American if he finds much to admire in those foreign peoples. In Europe the energy, the driving power, the intense single-minded devotion to business and commerce and industry—to all material and physical accomplishment—are not so conspicuous as they are here; but, on the other hand, scholarship is held in more honor, the fine arts rank higher in the scale of values, and the art of living is held in esteem as one of the major objectives of life. In other words, with less to go on the Europeans seem to get more out of life than we do.

In that connection it is interesting to note the progress of the adult education movement over there, for after all university extension is only one section—and a relatively small section—of that movement. In every part of western Europe and in many countries of eastern Europe the movement is making steady progress. It is becoming recognized everywhere that age is no bar to education and that formal schooling is not an essential or indispensable medium. In several countries the movement is not connected with any institution but is a spontaneous creation of the people themselves. It is well for us in the United States to get a proper perspective in this matter. We are by no means the leaders of the movement, though we have made conspicuous progress in certain directions, particularly in university extension. I return to my duties heartened by the conviction that we are engaged in an enterprise as wide-spread and deeply-rooted as humanity itself, an enterprise bounded by no lines of nation, race, creed, or color. We are perfecting machinery where-with to answer an aspiration of the human soul—the aspiration to know, to understand, to appreciate—

"To follow knowledge like a sinking star,
Beyond the utmost bound of human
thought."

All who are conscious of that aspiration should link themselves firmly with the movement so as to be energized by its life-giving current.

Richard R. Price

"The wheel that turns gathers no rust."—
Proverb.

American Economic History by Correspondence

During the summer the two courses in American Economic History have been entirely re-written. Mrs. Mudgett, who offers these courses, has done a very capable piece of work in the writing of two American Economic History courses covering the entire period of American History from colonization to the present. She has presented her materials in a most interesting manner, and there is not a lesson throughout the two courses that is dull or dry. Wide use of American literature of the period has been made. It introduces the student to the literary and cultural life of the times.

The first course treats of American Economic History from the time of colonization to 1820, the various colonizing experiments, with special emphasis upon the European economic background of the colonists, the American Revolution, and the framing of the Constitution, both of which were very materially affected by economic conditions.

The second course treats of the period of 1820 to the present. We follow the trend of the pioneer into the far west, see the railroads span the country, watch our export trade grow, our business expand and consolidate, and financial resources become pyramided.

Students registering for either of these courses for correspondence should have as prerequisites: 15 credits in history, or 10 credits in economics, political science, or sociology. American Economic History I is comprised of 16 lessons, with a registration fee of \$10. American Economic History II is comprised of 27 lessons with a registration fee of \$17. Both of these courses carry senior college credit.

Schedule Enclosed

With this number of THE INTERPRETER the reader will find enclosed a copy of the schedule of classes for the first semester of 1930-31.

Many new classes will be found among the offerings for this year, and a careful perusal of the sheet will yield much to the student.

The folder also contains the information necessary for registering. Please read carefully.

A Reminder

Old students should be reminded and new students informed of the fact that classes carrying enrollments of less than fifteen students may be dropped from the curriculum.

Register at once and attend from the beginning to keep your class going!

SUPPLEMENT TO The Interpreter

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

UNIVERSITY OF MINNESOTA—GENERAL EXTENSION DIVISION

First Semester, 1930-31—Beginning Week of September 29—Closing Week of January 26

GENERAL INFORMATION

REGISTRATION REGULATIONS

Read these instructions and follow them carefully.

THE REGISTRATION BLANK FOR THE FIRST SEMESTER, 1930-1931.—Registration regulations for the first 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 this procedure.

1. Students are to be given the privilege of registering through the mail. This obviates the necessity of visiting one of the Extension Division offices in order to register.

2. This registration material is being put into the mail for students to receive it in time to complete registration before the registration period closes on September 29.

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

4. 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. The cards for each subject or course are arranged in column.

5. A single fee statement is made a part of the registration blank. This fee statement will be filled out by the student, carefully calculating 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 the discount for students registering for three or more classes has been 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.

6. 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.

7. If you wish to avoid payment of the late registration fee, be sure that your registration blank and check to cover the registration is in the mail on or before September 29, 1930. The assumption of this office will be that letters enclosing registration blanks and checks postmarked after September 29 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.

8. LATE REGISTRATION.—After September 29 the late registration penalty fee for all students will go into effect and all students failing to register on or before September 29 will be required to pay a late registration fee of \$1.00 per course through Saturday October 4, and \$2.00 thereafter until the close of the registration period, October 11, 1930.

9. The above regulations apply equally to both old and new students.

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. 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.

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 week before classes begin. 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. Registration material may be obtained and returned 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 student should consult the Students' Work Committee.

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.

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				Geography (continued)			
5 Human Anatomy (\$15.00) (4 credits) M,T,7:30		Campus Anatomy, 305	Erdmann	102 Trade Routes and Trade Centers M7:30		Campus Old Lib., 103	Hartshorne
				110 Geography of South America ... Th7:30		Campus Old Library, 103	Brown
Animal Biology (See under Zoology)				Geology			
Architecture (Listed under Engineering Classes also)				8 Introduction to Geology T7:30		Campus Pillsbury Hall, 210	Thiel
31-32-33 Elements of Architecture M,Th7:30-10:30		Campus Main Eng., 309	Deneen	German			
34-35-36 Architectural Design, Grade I M,W,Th7:30-10:30		Campus Main Eng., 225	Havens	12 Beginning German I M6:20		Campus Folwell, 207	Davies
37a-37b Architectural Design, Grade II M,W,Th7:30-10:30		Campus Main Eng., 225	Havens	13 Beginning German I M6:20		St. P. Public Library, Children's Room	Prottinger
38a-38b Architectural Design, Grade III M,W,Th,F7:30-10:30		Campus Main Eng., 225	Havens	22 Intermediate German I T6:20		Campus Folwell, 207	Wangness
(Regular criticism will be given on Monday and Thursday evenings, but students are expected to work in the laboratory on the other evenings designated.)				13 Elementary Conversation I Th6:20		Campus Folwell, 207	Davies
Art (See under Education and Engineering Classes also)				10ex Rapid Reading I W6:20		Campus Folwell, 207	Gerstung
24-25-26 Freehand Drawing I, II, III T7:30		Campus Main Eng., 401	Doseff	17 German for Graduate Students (no credit) M7:30		Campus Folwell, 212	Lussky
1ex Commercial Drawing M7:30		Campus Main Eng., 401	Doseff	Greek (In English)			
27-28-29-30ex Freehand Drawing, III, IV, V, VI W7:30		Campus Main Eng., 401	Burton	43 Greek Drama W7:00		St. P. Public Library, Children's Room	Savage
(An additional fee of \$1.00 for model is required in Courses III, IV, V and VI, payable to the instructor. Each of the above Art classes carries 1½ credits.)				43 Greek Drama Th7:00		Mpls. Public Library	Savage
3 History of Painting W7:30		Campus Old Physics Aud.	Upjohn	History			
Bacteriology				9 Recent American History M6:20		St. P. Court House, 313	Kane
1ex Elementary Bacteriology (4 credits) T,Th7:30		Camp. Mil'd Hall, 214	Gunderson	7 American History I M6:20		Campus Folwell, 206	Tyler
\$15.00 fee plus \$2.00 laboratory fee payable at time of registration.				6 England since 1915 W7:00		Mpls. Public Library	Kane
Biology (See under Zoology)				6 England since 1915 F7:00		St. P. Public Library, 5	Kane
Business Law (Listed under Business Classes also)				1 Modern World I M6:20		Campus Folwell, 209	Mudgett
*51 Bus. Law A (Contracts & Agency) M6:20		St. P. Court House, 318	Chapin	3 Modern World III T7:00		St. P. Public Library Children's Room	Mudgett
*51 Bus. Law A (Contracts & Agency) M8:05		St. P. Court House, 211	Jackman	3 Modern World III Th8:05		Campus Folwell, 205	Mudgett
*51 Bus. Law A (Contracts & Agency) T6:20		Campus Sch. of Bus., 102	Jackman	\$5 American Economic History II.. Th6:20		Campus Folwell, 205	Mudgett
*51 Bus. Law A (Contracts & Agency) W6:20		Campus Sch. of Bus., 102	Jackman	129 Civil War and Reconstruction .. M8:05		Campus Folwell, 206	Tyler
*52 Bus. Law B (Sales & Negotiable Instruments) M6:20		St. P. Court House, 211	Jackman	Home Economics			
*52 Bus. Law B (Sales & Negotiable Instruments) T8:05		Campus Sch. of Bus., 102	Jackman	1ex Lace in the Store T4:00		Mpls. Girls' Voc., 102	Caplin
*53 Bus. Law C (Partnership & Corporation) T6:20		Campus Sch. of Bus., 109	Palmer	1ex Lace in the Store T7:30		St. Paul Y.W.C.A.	Caplin
*53 Bus. Law C (Partnership & Corporation) M8:05		St. P. Court House, 318	Rumble	3 Textiles W4:00		Mpls. Girls' Voc. Sch., 102	Caplin
*54 Bus. Law D (Property & Wills) Th6:20		Mpls. Court House, 324	Bardwell	3 Textiles W7:00		Mpls. Girls' Voc. Sch., 102	Caplin
Chemistry (Listed under Engineering Classes also)				Journalism			
9ex General Inorganic Chem. (\$17.00) † T,Th7:30		Campus Chem., 315T	Geiger	13 Introduction to Reporting W8:05		Campus Sch. of Bus., 6	Steward
† The Non-Metals. (5 credits) T,Th7:30		Campus Chem., 210Th	Geiger	13 Introduction to Reporting W8:05		St. P. Court House, 311	Desmond
1ex Quantitative Analysis (\$17.00) † T,Th7:30		Campus Chem., 310T	Geiger	Mathematics (See also under Engineering Classes)			
† Gravimetric. (5 credits) T,Th7:30		Campus Chem., 315Th	Geiger	7 College Algebra I T7:30		St. P. Mech. Arts H.S.	Dow
† Organic Chemistry (\$25.00) (4 credits) T7:30		Campus Chem., 325T	Lauer	7 College Algebra I T7:30		Campus Main Eng., 104	Brooke
Note: (Above classes marked † require a breakage deposit fee of \$5.00 payable at Chemist's Department, unused portion to be returned.)				*6 Trigonometry I M7:30		Campus Main Eng., 106	Edwards
				*6 Trigonometry I W7:30		St. P. Mech. Arts H.S.	Dow
				30 Analytic Geometry I T7:30		Campus Main Eng., 136	Wilcox
				*50 Differential Calculus I Th7:30		Campus Main Eng., 107	Siler
				*51 Integral Calculus I W7:30		Campus Main Eng., 107	Teeter
				106 Differential Equations I W7:30		Campus Main Eng., 106	Edwards
				Mathematics for Teachers (course to be selected) W4:00		St. P. Y.W.C.A.	Edwards
				Mathematics for Teachers (course to be selected) Th4:00		St. P. Y.W.C.A.	Edwards
				Note: (The numbers of the courses above listed are those used in the bulletin of the College of Science, Literature, and the Arts.)			
Child Welfare				Music			
C.W.I.40 Child Development and Training T7:30		Mpls. Emerson School, 204	Faegre	1 Harmony I T6:20		Campus Music, 103	Malcolm
C.W.I.40 Child Development and Training M4:15		St. P. Public Library, 5	McGinnis	3 Harmony III M6:20		Campus Music, 103	Malcolm
Economics (See also under Business Classes)				1ex Ear Training and Solfeggio W6:20		Campus Music, 103	Kendall
6 Principles of Economics I W6:20		St. P. Court House, 206	Myers	49ex Historical Appreciation of Music Th6:20		Campus Music, 103	Ferguson
6 Principles of Economics I Th8:05		Campus Sch. of Bus., 102	Graves	4 Counterpoint Th8:05		Campus Music, 103	Ferguson
7 Principles of Economics II W8:05		St. P. Court House, 206	Myers	49ex Orchestra Conducting M8:05		Campus Music, 4	Pepinsky
7 Principles of Economics II T8:05		Campus Sch. of Bus., 6	Graves	94ex Ensemble Playing M6:20		Campus Music, 4	Pepinsky
14 Elements of Statistics Th6:20		Campus Sch. of Bus., 102	Graves	Nature Study (See under Zoology also)			
14 Elements of Statistics W6:20		St. P. Court House, 211	Kozelka	1ex Sources and Methods of Nature Study T4:15		Mpls. West High Sch., 215	Hall
69 Elements of Retailing T7:30		St. P. Court House, 306	Vaile	2ex Field Course in Nature Study Sat.9:00		Campus Animal Biol., 201	Tillisch
166 Contemporary Economic Problems Th6:20		St. P. Court House, 206	Myers	Orientation			
103 Advanced General Economics Th6:20		Campus Sch. of Bus., 209	Heskin	1 Orientation W6:20		St. P. Court House, 306	Hursley
English				1 Orientation W6:20		Campus Main Eng., 136	Kuyppers
4 Composition IV M6:20		Campus Folwell, 226	Power	Parliamentary Law (Also listed under Business Classes)			
4 Composition IV M8:05		Campus Folwell, 226	Power	17ex Parliamentary Law T8:05		Campus New Law, 6	Hawley
4 Composition IV T6:20		St. P. Court House, 313	Guthrie	Philosophy			
4 Composition IV W8:05		St. P. Court House, 313	Briggs	3 Principles of Ethics M7:30		Campus Folwell, 322	Wilde
4 Composition IV W6:20		Campus Folwell, 204	Grandy	1ex Introduction to Philosophy T7:30		Campus Folwell, 322	Conger
5 Composition V M6:20		Campus Folwell, 204	Jones	Physics (See under Engineering Classes)			
5 Composition V Th8:05		St. P. Court House, 313	Jones	Preventive Medicine and Public Health			
6 Composition VI T8:05		St. P. Court House, 311	Beers	53 Elements of Preventive Medicine.. M6:20		Campus Millard Hall, 129	Diehl
6 Composition VI W8:05		Campus Folwell, 226	Kerr	58 Maternal and Child Hygiene W6:20		Campus Mil'd Hall, 129	Boynton
11 Description T8:05		St. P. Court House, 211	Christie	70ex Principles of Teaching and Superversion in Schools of Nursing T8:05		Campus Millard Hall, 129	Petry
12 Narration Th7:30		Campus Folwell, 204	Hessler	Political Science			
67 Imitative Writing M6:20		Campus Folwell, 205	del Plaine	25 World Politics M8:05		Campus Sch. of Bus., 109	Young
69 Short Story Writing M8:05		Campus Fol., 205	del Plaine	25 World Politics W7:00		St. P. Public Library, 6	Young
119 Advanced Short Story Writing M8:05		Campus Folwell, 308	Phelan	107 Recent Social Legislation M6:20		Campus Sch. of Bus., 109	Young
31 The Later English Novel T6:20		St. P. Public Library, 5	Hursley	Psychology			
*21 Introduction to Literature (\$15.00) M,Th6:20		Campus Main Eng., 136	Hursley, Jones	1 General Psychology I M8:05		Campus Folwell, 125	White
*21 Introduction to Literature (\$15.00) T,Th6:20		St. P. Court House, 318	Hursley, Jones	1 General Psychology I T6:20		St. P. Public Library Aud.	White
75 Chaucer Th6:20		Campus Folwell, 226	Carr	1 General Psychology I W6:20		Campus Folwell, 125	White
73 American Literature W6:20		Campus Folwell, 226	MacDowell	1 General Psychology I W8:05		Cam. Psychology, 115	Williamson
40 The Bible as Literature M4:30		St. P. Public Library, 6	Powell	1 General Psychology I Th8:05		Campus Folwell, 125	White
10 The Bible as Literature T4:30		Campus Folwell, 204	Powell	1,2 General Psychology I, II M4:15		Campus Folwell, 110	White
69 Browning and Tennyson M7:00		St. P. Public Library, 6	Powell	3 Psychology Applied to Daily Life Th4:15		Campus Psychology, 115	Williamson
69 Browning and Tennyson T7:30		Campus Folwell, 204	Powell	3 Psychology Applied to Daily Life T6:20		St. P. Court H., 206	Williamson
156 American Drama M6:20		St. P. Public Library, 5	Nichols	*4 Laboratory Psychology (2 credits) W7:30		Campus Psychology, 211	Drake
55 Shakespeare W8:05		Campus Folwell, 204	Nichols	1 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, \$20.00 in all. * For credit in this course, Laboratory Psychology 5, offered in the second semester, must be taken also. Laboratory fee of \$1.00 payable at time of registration.			
129 Modern Drama M7:00		St. P. Public Library Aud.	Scallan	Note: (For Educational Psychology, see this heading under Education Classes.)			
* Required of all English majors or for a teacher's certificate. Student must take two consecutive semesters to receive credit, and may enter any semester. Five credits per semester.							
Geography (Also listed under Business Classes)							
51A Human Geography I (No prerequisite) T7:00		St. P. Public Library, 6	Davis				
51A Human Geography I (No prerequisite) W7:30		Campus Old Library, 103	Davis				

Science, Literature, and the Arts Classes—Continued

SUBJECT	TIME	PLACE	INSTRUCTOR	SUBJECT	TIME	PLACE	INSTRUCTOR
Public Speaking (See classes under Speech)				Speech (Public Speaking) (See courses under English also)			
Romance Languages				41 Fundamentals of Speech I	M6:20	Campus Folwell, 308	Rarig
French				41 Fundamentals of Speech I	M8:05	St. P. Court House, 206	Knower
1 Beginning French I	W8:05	Campus Folwell, 124	Cleifton	41 Fundamentals of Speech I	Th6:20	St. P. Court House, 211	Holmes
1 Beginning French I	T7:00	St. P. Marshall Jr. High	Owens	41 Fundamentals of Speech I	T6:20	Campus Folwell, 308	Gilkinson
3 Intermediate French I	T7:30	Campus Folwell, 227	Guinotte	41 Fundamentals of Speech I	Th6:20	Mpls. Public Library	Gislason
3 Intermediate French I	T7:00	St. P. Marshall Jr. High	Borglum	42 Fundamentals of Speech II	M6:20	St. P. Court House, 206	Knower
5 French for Graduate Students (no credit)	T6:20	Campus Folwell, 206	Frelin	42-43 Fundamentals of Speech II, III	Th8:05	St. P. Court House, 211	Holmes
20 Elementary French Conversation and Composition I	M8:05	Campus Folwell, 204	Boyer	42-43 Fundamentals of Speech II, III	T8:05	Campus Folwell, 308	Gilkinson
20 Elementary French Conversation and Composition I	M7:00	St. P. Marshall Jr. H	Borglum	51 Advanced Public Speaking I	Th7:00	St. P. Public Library Aud.	Rarig
63-64 Advanced French Conversation and Composition	M6:20	Campus Folwell, 227	Guinotte	71 Elements of Play Production I	M6:20	Campus Music, 19	Staad
				81 Interpretative Reading I	M6:20	Campus Music, 3	Hurd
				91 Play Writing I	M8:05	Campus Music, 19	Staad
Spanish				Swimming			
1 Beginning Spanish I	M7:30	Mpls. West High, 238	Olmsted	1ex Swimming (\$5.00)	M7:00	Cam. Women's Gym.	Timberman
1 Beginning Spanish I	M7:00	St. P. Marshall Jr. H.	LeFort	1ex Swimming (\$5.00)	M8:00	Cam. Women's Gym.	Timberman
3 Intermediate Spanish I	M6:20	Campus Folwell, 201	Arjona	1ex Swimming (\$5.00)	W7:00	Campus Women's Gym.	Starr
30 Commercial Spanish I	W7:30	Campus Folwell, 201	Brackney	1ex Swimming (\$5.00)	W8:00	Campus Women's Gym.	Starr
				1ex Swimming (\$5.00)	F6:30	University Farm	Kaercher
				1ex Swimming (\$5.00)	F7:30	University Farm	Kaercher
Scandinavian				Tennis			
7 Beginning Swedish I	T8:05	Campus Folwell, 206	Stomberg	2ex Tennis for Women	M6:20	University Field House	Brain
				2ex Tennis for Men	M8:05	University Field House	Brain
Sociology				2ex Tennis for Women	F6:20	University Field House	Brain
1 Introduction to Sociology	M7:30	Campus Folwell, 3	Finney	2ex Tennis for Men	F8:05	University Field House	Brain
1 Introduction to Sociology	W7:00	St. P. Y.W.C.A.	Finney				
6 Social Interaction	W4:15	St. P. Y.W.C.A.	Finney				
14 Rural Sociology	M7:00	Mpls. Public Library	Lundquist				
100 Social Psychology	M6:20	Campus Folwell, 3	Lundquist				
101 Social Organization	W8:05	Campus Folwell, 3	Lundquist				
53 Elements of Criminology	Th6:20	Campus Folwell, 3	Lundquist				
1 Introduction to Sociology (For Public Health Nurses)	Th4:00	Mpls. Boys' Voc. Sch.	Finney				

BUSINESS CLASSES

SUBJECT	TIME	PLACE	INSTRUCTOR
Accounting			
110ex Elements of Accounting	M6:20	Campus Sch. of Bus., 303 Houston	
*10Lex Elements of Accounting Lab. (\$5.00)	M8:05	Campus Sch. of Bus., 303 Houston	
25 Principles of Accounting A	M6:20	Camp. Sch. of Bus., 301 Reighard	
*25L Accounting Lab. A (\$5.00)	M8:05	Camp. Sch. of Bus., 302 Reighard	
25 Principles of Accounting A	T6:20	Campus Sch. of Bus., 303 Smith	
*25L Accounting Lab. A (\$5.00)	T8:05	Campus Sch. of Bus., 302 Smith	
*25L Accounting Lab. A (\$5.00)	T8:05	Camp. Sch. of Bus., 301 Niemackl	
25 Principles of Accounting A	Th6:20	Campus Sch. of Bus., 301 Smith	
*25L Accounting Lab. A (\$5.00)	Th8:05	Campus Sch. of Bus., 301 Smith	
*25L Accounting Lab. A (\$5.00)	Th8:05	Camp. Sch. of Bus., 302 Niemackl	
25 Principles of Accounting A	Th6:20	St. P. Court House, 311 Blandin	
*25L Accounting Lab. A (\$5.00)	Th8:05	St. P. Court House, 311 Blandin	
25 Principles of Accounting A	F6:20	St. P. Court House, 306 LeBorioso	
*25L Accounting Lab. A (\$5.00)	F8:05	St. P. Court House, 306 LeBorioso	
131 Cost Accounting A	M6:20	St. P. Court House, 320 Tuttle	
131 Cost Accounting A	T6:20	Campus Sch. of Bus., 202 Tuttle	
133 Cost Accounting C	W8:05	St. P. Court House, 318 Tuttle	
133 Cost Accounting C	Th8:05	Campus Sch. of Bus., 202 Tuttle	
130 Cost Accounting Survey	W6:20	Campus Sch. of Bus., 302 Ostlund	
134 Income Tax Problems	W8:05	Campus Sch. of Bus., 109 Preston	
134 Income Tax Problems	M8:05	St. P. Court House, 306 Connolly	
135 Auditing A	Th6:20	St. P. Court House, 320 Rotzel	
135 Auditing A	Th6:20	Camp. Sch. of Bus., 202 Reighard	
*137 Accounting Practice & Procedure A	T6:20	Campus Sch. of Bus., 302 Houston	
*137 Accounting Practice & Procedure A	T8:05	Campus Sch. of Bus., 303 Houston	
*137 Accounting Practice & Procedure A	M6:20	St. P. Court House, 311 Blandin	
*137 Accounting Practice & Procedure A	M6:20	St. P. Court H., 106 LeBorioso	
180a Accounting Topics	Th8:05	Campus Sch. of Bus., 202 Rotzel	
180a Accounting Topics	Th8:05	St. P. Court House, 320 Rotzel	
139 Interpretation of Financial Statements	W8:05	St. P. Court House, 320 Fraine	
139 Interpretation of Financial Statements	W8:05	Camp. Sch. of Bus., 202 Heilman	
109a Business Policy	T8:05	Campus Sch. of Bus., 109 Weidenhammer	
Advertising and Salesmanship			
187ex Retail Advertising	T6:20	Camp. Main Eng., 217 Harrington	
187ex Retail Advertising	W6:20	St. P. Court H., 320 Harrington	
88a Elementary Advertising	Th6:20	Campus Sch. of Bus., 6 Faragher	
88a Elementary Advertising	W6:20	St. P. Court House, 311 Faragher	
168ex Salesmanship	Th8:05	Campus Main Eng., 217 Gooris	
168ex Salesmanship	W6:20	St. P. Court House, 313 Gooris	
Banking and Finance			
Ec3 Mechanism of Exchange. (Money and Banking, Finance A)	M6:20	Campus Sch. of Bus., 209 Stehman	
Ec3 Mechanism of Exchange. (Money and Banking, Finance A)	W8:05	St. P. Court House, 211 Kozelka	
146a Investments (Finance C)	Th6:20	St. P. Court House, 206 Finger	
146a Investments (Finance C)	W6:20	Campus Sch. of Bus., 209 Stehman	
149 Business Cycles	W8:05	Campus Sch. of Bus., 102 Weidenhammer	
Business Administration			
167 Personnel Management	W6:20	Mpls. Girls' Voc. Sch., 308 Stead	
167 Personnel Management	Th6:20	St. P. Public Library, 5 Stead	
109a Business Policy	T8:05	Campus Sch. of Bus., 109 Weidenhammer	
100 Report Writing	W6:20	Campus Sch. of Bus., 202 Heilman	
43 Filing and Indexing	T7:15	Cam. Sch. of Bus., 213 Donaldson	
Business English			
14ex Business English	M6:20	Campus Main Eng., 217 Mallam	
14ex Business English	F6:20	Campus Main Eng., 217 Edmunds	
14ex Business English	W6:20	St. P. Court House, 318 Haga	
100 Report Writing	W6:20	Campus Sch. of Bus., 202 Heilman	
Business Law (Also listed under Science, Literature, and the Arts Classes)			
*51 Bus. Law A (Contracts & Agency)	M6:20	St. P. Court House, 318 Chapin	
*51 Bus. Law A (Contracts & Agency)	M8:05	St. P. Court House, 211 Jackman	
*51 Bus. Law A (Contracts & Agency)	T6:20	Campus Sch. of Bus., 102 Jackman	
*51 Bus. Law A (Contracts & Agency)	W6:20	Campus Sch. of Bus., 102 Jackman	
*52 Bus. Law B (Sales & Negotiable Instruments)	M6:20	St. P. Court House, 211 Jackman	
*52 Bus. Law B (Sales & Negotiable Instruments)	T8:05	Campus Sch. of Bus., 102 Jackman	

SUBJECT	TIME	PLACE	INSTRUCTOR
Business Law (continued)			
*53 Bus. Law C (Partnership & Corporation)	T6:20	Campus Sch. of Bus., 109 Palmer	
*53 Bus. Law C (Partnership & Corporation)	M8:05	St. P. Court House, 318 Rumble	
*54 Bus. Law D (Property & Wills)	Th6:20	Mpls. Court House, 324 Bardwell	
74a Traffic Law	W6:20	Campus Sch. of Bus., 109 Butterbaugh	
Economic History (See courses in History in Science, Literature, and the Arts Classes also)			
85 American Economic History II	Th6:20	Campus Folwell, 205	Mudgett
Economics and Commerce			
6 Principles of Economics I	W6:20	St. P. Court House, 206	Myers
6 Principles of Economics I	Th8:05	Campus Sch. of Bus., 102	Graves
7 Principles of Economics II	W8:05	St. P. Court House, 206	Myers
7 Principles of Economics II	T8:05	Campus Sch. of Bus., 6	Graves
14 Elements of Statistics	Th6:20	Campus Sch. of Bus., 102	Graves
14 Elements of Statistics	W6:20	St. P. Court House, 211	Kozelka
69 Economics of Retailing	T7:30	St. P. Court House, 306	Vaile
166 Contemporary Economic Problems	Th6:20	St. P. Court House, 206	Myers
101 Advanced General Economics	Th6:20	Campus Sch. of Bus., 209	Heskin
Geography (Also listed under Science, Literature, and the Arts Classes)			
51A Human Geography I (No prerequisite)	T7:00	St. P. Public Library, 6	Davis
51A Human Geography I (No prerequisite)	W7:30	Campus Old Library, 103	Davis
102 Trade Routes and Trade Centers	M7:30	Cam. Old Library, 103	Hartshorne
110 Geography of South America	Th7:30	Campus Old Library, 103	Brown
Insurance			
59 Life Insurance	T6:20	Campus Sch. of Bus. 6	Graves
160a Fire and Marine Insurance	M6:20	Campus Sch. of Bus., 6	Law
161b Advanced Casualty Insurance	M6:20	Campus Sch. of Bus., 102	Stofft
161a Property and Casualty Insurance	T6:20	Campus Sch. of Bus., 209	Ware
12ex Life Insurance Salesmanship	W6:20	Campus Sch. of Bus., 213	Blond
Parliamentary Law (Also listed under Science, Literature, and the Arts Classes)			
17ex Parliamentary Law	T8:05	Campus New Law, 6	Hawley
Retailing and Merchandising			
166ex Retail Credits	M6:30	Campus Sch. of Bus., 202 Heilman	
69 Economics of Retailing	T7:30	St. P. Court House, 306	Vaile
187ex Retail Advertising	T6:20	Camp. Main Eng., 217 Harrington	
187ex Retail Advertising	W6:20	St. P. Court H., 320 Harrington	
168ex Salesmanship	Th8:05	Campus Main Eng., 217	Gooris
168ex Salesmanship	W6:20	St. P. Court House, 313	Gooris
3 Textiles	W4:00	Mpls. Girls' Voc. Sch., 102	Caplin
3 Textiles	W7:00	Mpls. Girls' Voc. Sch., 102	Caplin
1ex Lace in the Store	T4:00	Mpls. Girls' Voc., 102	Caplin
1ex Lace in the Store	T7:30	St. P. Y.W.C.A.	Caplin
Secretarial Training			
*32 Typewriting A. (Three 50-minute periods per week, 1 credit) M,W,F,7:15		Campus Sch. of Bus., 1	Donaldson and others
*34 Advanced Typewriting C. (Three 50-minute periods per week, 1 credit) M,W,F,6:20		Campus Sch. of Bus., 1	Donaldson and others
137 Shorthand A. (Two 50-minute periods per week) M,W,8:10		Campus Sch. of Bus., 1	Donaldson and others
39 Dictation and Transcription. (Two 50-minute periods per week) M,F,8:10		Cam. Sch. of Bus., 213	Donaldson
43 Filing and Indexing T7:15		Cam. Sch. of Bus., 213	Donaldson
* Class fee \$10.00 plus \$2.00 laboratory fee, payable at time of registration. least 6 credit hours of work per semester in other courses required for the certificate course in Secretarial Training. See Bulletin of Extension Courses.			
Traffic			
71 Traffic I	F6:20	Campus Sch. of Bus., 109	Kuempel
73a Traffic III	W6:20	Campus Sch. of Bus., 6	Crellin
74a Traffic Law	W6:20	Campus Sch. of Bus., 109	Butterbaugh

EDUCATION CLASSES

SUBJECT	TIME	PLACE	INSTRUCTOR
Administration and Supervision			
Ed.Ad.119 Elementary School Curriculum	W6:20	Camp. New Physics, 150	Sorenson
Ed.Ad.119 Elementary School Curriculum	Th8:05	St. P. Court H., 306	Sorenson

Education Classes—Continued

SUBJECT	TIME	PLACE	INSTRUCTOR
Art (See under Science, Literature, and the Arts, and Engineering and Architecture Classes also)			
ArtEd.1,3 Fundamental Principles of Design I, III	T 7:15	Mpls. West H. Sch., 215	Hanley
32-33 Cardboard and Paper Construction and Bookbinding	T 7:30	Campus Old Physics, 10	Ross
ArtEd.20 Principles of Harmony in Form and Color	Sat. 1:30p.m.	Campus Old Physics, 207A	Hanley
3 History of Painting	W 7:30	Campus Old Physics Aud. Upjohn	
Education—History of			
Ed.103 History of Modern Elementary Education	W 6:30	St. P. Public Library, 5 Alexander	
Education—Theory and Practice			
Ed.T.181 Elementary School Technique	T 7:30	Campus Old Library, 103	Peik
Ed.T.14 Teaching Junior High School Mathematics	Th 7:00	St. P. Public Library, 6	Stokes
Ed.T.14 Teaching Junior High School Mathematics	W 7:30	Campus Old Library, 111	Stokes
Educational Psychology			
55 Elementary Educational Psychology	W 8:05	Camp. New Physics, 150	Sorenson
55 Elementary Educational Psychology	Th 6:20	St. P. Court House, 306	Sorenson
60 Introduction to Statistical Methods	W 8:05	Mpls. Emerson Sch., 204	Van Wagenen
60 Introduction to Statistical Methods	F 6:20	St. P. Public Library, 6	Van Wagenen
Educational Sociology			
Ed.3 Educational Sociology	M 4:15	Campus Folwell, 3	Finney

Note: Those interested in securing a degree from the College of Education should consult the Students' Work Committee or the College of Education bulletin early in their course to assure themselves that the work which they are taking carries credit in the specific Education course in which they are engaged.

Other courses that carry credit in the College of Education will be found among the Science, Literature, and the Arts classes, under the following heads: Anatomy; Art; Astronomy; Child Welfare; Economics; English; Geography; German; Greek (in English); History; Home Economics; Journalism; Mathematics; Music; Philosophy; Political Science; Psychology; Romance Languages; Scandinavian; Sociology; Speech; Zoology.

ENGINEERING CLASSES

SUBJECT	TIME	PLACE	INSTRUCTOR
Architecture (Listed under Science, Literature, and the Arts Classes also)			
31-32-33 Elements of Architecture	M, Th 7:30-10:30	Campus Main Eng., 309	Deneen
34-35-36 Architectural Design, Grade I	M, W, Th 7:30-10:30	Campus Main Eng., 225	Havens
37a-37b Architectural Design, Grade II	M, W, Th, F 7:30-10:30	Campus Main Eng., 225	Havens
38a-38b Architectural Design, Grade III	M, W, Th, F 7:30-10:30	Campus Main Eng., 225	Havens
(Regular criticism will be given on Monday and Thursday evenings, but students are expected to work in the laboratory on the other evenings designated.)			
Art (Listed under Science, Literature, and the Arts Classes also)			
24-25-26 Freehand Drawing I, II	T 7:30	Campus Main Eng., 401	Doseff
1ex Commercial Drawing	M 7:30	Campus Main Eng., 401	Doseff
27-28-29-30ex Freehand Drawing III, IV, V, VI	W 7:30	Campus Main Eng., 401	Burton
27-28-29-30ex Freehand Drawing III, IV, V, VI	F 7:30	Campus Main Eng., 401	Burton
(An additional fee of \$1.00 for model is required in Courses III, IV, V and VI, payable to the instructor. Each of the above Art classes carries 1½ credits.)			
Aviation			
1ex Airplane Construction I	M 7:30	Campus Exp. Eng., 110	Gage
5ex Airplane Construction II	Th 7:30	Camp. Exp. Eng., 209	Ackerman
2ex Aerial Navigation I	W 7:30	Campus Exp. Eng., 110	Luethi
3ex Airplane Engines I	Th 7:30	Campus Exp. Eng., 110	Robertson
6ex Elementary Aeronautics I	F 7:30	Campus Exp. Eng., 110	Boehnlein
Note: Airplane Construction I is a prerequisite for Airplane Construction II.			
Chemistry (Listed under Science, Literature, and the Arts Classes also)			
9ex General Inorganic Chem. (\$17.00)		Campus Chem., 315T	Geiger
‡ The Non-Metals (5 credits)	T, Th 7:30	Campus Chem., 210Th	
1ex Quantitative Analysis (\$17.00)		Campus Chem., 310T	Geiger
‡ Gravimetric (5 credits)	T, Th 7:30	Campus Chem., 315Th	
‡ Organic Chemistry (\$25.00) (4 credits)	T 7:30	Campus Chem., 325T	Lauer
	Th 7:30	Campus Chem., 300Th	
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 I	M 7:00	Campus Main Eng., 107	Teeter

SUBJECT	TIME	PLACE	INSTRUCTOR
Civil Engineering (continued)			
129 Hydraulics I	M 8:00	Campus Main Eng., 107	Teeter
11 Plane Surveying I	T 7:30	Campus Main Eng., 215	Cutler
143 Advanced Reinforced Concrete	W 7:30	Campus Main Eng., 227	Wise
135 Reinforced Concrete Design II	F 7:30	Campus Main Eng., 227	Wise
146 Plain Concrete	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	Swanson
101-2-3 Radio Communication III-IV	W 7:30	Campus Elec. Eng., 339	Swanson
81ex Electrical Instruments	Th 7:30	Campus Elec. Eng., 107	Todd
221 Advanced Alternating Currents III	F 7:30	Campus Elec. Eng., 237	Johnson
183 Advanced Alternating Currents Laboratory III	W 7:30	Campus Elec. Eng., 107	Kuhlman
Engineering Drawing			
1 Elementary Mechanical Drawing I	Th 7:30	Campus Main Eng., 201	French
1 Elementary Mechanical Drawing I	F 7:30	St. P. Mechanic Arts H.S.	Dow
1-2 Elementary Mechanical Drawing I, II	Th 6:00	St. P. Hoist & Derrick	Herrick
15 Structural Drafting I	Th 7:30	Campus Main Eng., 201	French
31 Advanced Mechanical Drawing I	Th 7:30	Campus Main Eng., 201	French
31 Advanced Mechanical Drawing I	Th 6:00	St. P. Hoist & Derrick	Herrick
*35 Machine Design I	W 7:30	Campus Main Eng., 101	Herrick
*36 Advanced Machine Design I	W 7:30	Campus Main Eng., 101	Herrick
*81 Cost Estimating	F 7:30	Campus Main Eng., 201	French
Mathematics (See also under Science, Literature, and the Arts Classes)			
*1ex Shop Mathematics I	T 7:30	Campus Main Eng., 106	Edwards
11 College Algebra I	T 7:30	St. P. Mech. Arts H.S.	Dow
11 College Algebra I	T 7:30	Campus Main Eng., 104	Brooke
*12 Trigonometry I	M 7:30	Campus Main Eng., 106	Edwards
*12 Trigonometry I	W 7:30	St. P. Mech. Arts H.S.	Dow
13 Analytic Geometry I	T 7:30	Campus Main Eng., 136	Wilcox
*24 Differential Calculus I	Th 7:30	Campus Main Eng., 107	Siler
*25 Integral Calculus I	W 7:30	Campus Main Eng., 107	Teeter
151 Differential Equations I	W 7:30	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			
30ex Elementary Applied Mechanics I	T 7:30	Campus Main Eng., 107	Teeter
129 Hydraulics I	M 8:00	Campus Main Eng., 107	Teeter
146 Plain Concrete	W 7:30	Campus Exp. Eng., 110	Hughes
11ex Materials of Engineering. (Testing Materials)	Th 7:30	Campus Exp. Eng., 110	Priester
126 Advanced Applied Mechanics	M 7:30	Campus Main Eng., 104	Wilcox
Mechanical Engineering			
166 Refrigeration	T 7:30	Campus Mech. Eng., 202	Martenis
*42 Boiler Room Practice	M 7:30	Campus Mech. Eng., 202	Martenis
*153 Heating and Ventilation	F 7:30	Campus Mech. Eng., 202	Martenis
82 Steam Engine and Power Plant Testing	W 7:30	Campus Exp. Eng., 110	Shoop
137 Fuels and their Combustion	F 7:30	Campus Exp. Eng., 110	Shoop
150 Gas and Oil Engines	W 7:30	Campus Exp. Eng., 110	Robertson
1ex Foremanship	M 7:30	Campus Main Eng., 7	Ridpath
2ex Factory Administration	W 7:30	Campus Main Eng., 104	Ridpath
Structural Engineering			
31 Structural Design I	T 7:30	Campus Main Eng., 201	Darrell
*141 Elementary Reinforced Concrete	M 7:00	Campus Main Eng., 107	Teeter
143 Advanced Reinforced Concrete	W 7:30	Campus Main Eng., 227	Wise
120 Hydraulics I	M 8:00	Campus Main Eng., 107	Teeter
146 Plain Concrete	W 7:30	Campus Exp. Eng., 110	Hughes
135 Reinforced Concrete Design II	F 7:30	Campus Main Eng., 227	Wise
Physics			
*50ex Practical Physics I	W 7:30	Campus New Physics, 145	Palmer

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 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 CLASSES MEET

West High, Hennepin Avenue and 28th Street, Minneapolis
 Girls' Vocational, 11th Street and Fourth Avenue South, Minneapolis
 Boys' Vocational, Central Avenue and Southeast Fourth Street, 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, Richard R. Price, Director of University Extension

MINNEAPOLIS: 736 Security Building, Main 0624, A. H. Speer, Resident Manager
 ST. PAUL: 920 Pioneer Building, Cedar 7312, C. H. Dow, Resident Manager
 DULUTH: 404 Alworth Building, Melrose 7900, John L. Macleod, Resident Manager

The Administration Building may be reached by going two blocks from Church Street and the Washington Avenue car line or going three blocks from Seventeenth Avenue Southeast and the Oak-Harriet car line.
 From September 22 to October 4 the offices will be open from 8:30 a.m. to 8:30 p.m. including Saturday. 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, September 29, 1930.

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 is September 29.

58 Receive Certificates

At the graduation exercises, June 9, in the Memorial Stadium of the University, 58 extension students received certificates in the various fields offered by the General Extension Division.

The ninety-credit certificate received by Edmund A. Nightingale in Banking and Finance is the first of its kind to be conferred.

Frederick John Hannah is the second extension student to receive a certificate of completion of Junior College work, which covers ninety credits. The Advanced Electrical Engineering course of ninety credits has been completed by Marven Theodore Emme and Landrock P. Larson, who received recognition at the graduation exercises.

Names of the students receiving recognition of the completion of stated quotas of work follow:

JUNE 1930

Accounting

- Jelmer P. Bengtson
- Minnie Marion Bergquist
- Alfred C. Bolstad
- Cecil J. Brussell
- Charles Thomas Dalsin
- Joseph T. Drugacs
- Joseph Donovan Freeman
- George John Gallas
- Lynn B. Hansen
- Clarence E. Hedlund
- Arnold Archie Hoiem

- Everett Edward Hoit
- Roy Harry Jefferson
- Irving H. M. Johnson
- Elsa E. Juds
- John M. Kane
- Harold Lahre
- Ladislav Joseph Loss
- Hilda Miller
- Paul Robert Miller
- Ryhner Melvin Nelson
- Hertha J. Pliefke
- Frank A. Ratterman
- Gilbert C. Resberg
- Gerald Mackie Smith
- William Edward Spiess
- Peter William Steen
- James J. Sullivan

General Business

- Jelmer P. Bengtson
- Charles Jerome Berry
- Carl R. Carlson
- Leonard P. Gisvold
- Walter F. Gustafson
- Charles Russell McHugh
- Clarence Ray Miller
- Hilda Miller
- Roy Louis Miller
- Edwin A. Pomplun
- William Edward Spiess
- James J. Sullivan
- Leo E. Warren
- Emil Otto Winter

Banking and Finance

- Clarence Walter Johnson
- Hilda Miller

Management and Administration

(90 credits)

Edmund A. Nightingale

Junior College Work

(90 credits)

Frederick John Hannah

Chemical Engineering

Donald H. Beier

Electrical Engineering

Harold Edward Dufresne

Charles E. Jenks

Hilding Axel Hjalmar Lindbohm

Ralph Alexander Miller

Civil Engineering

Reuben Otto Anderson

Ernest Martin Johnson

Mechanical Engineering

William James Clark

Nels Bert Persson

Architecture

Harold Emmett Hillard

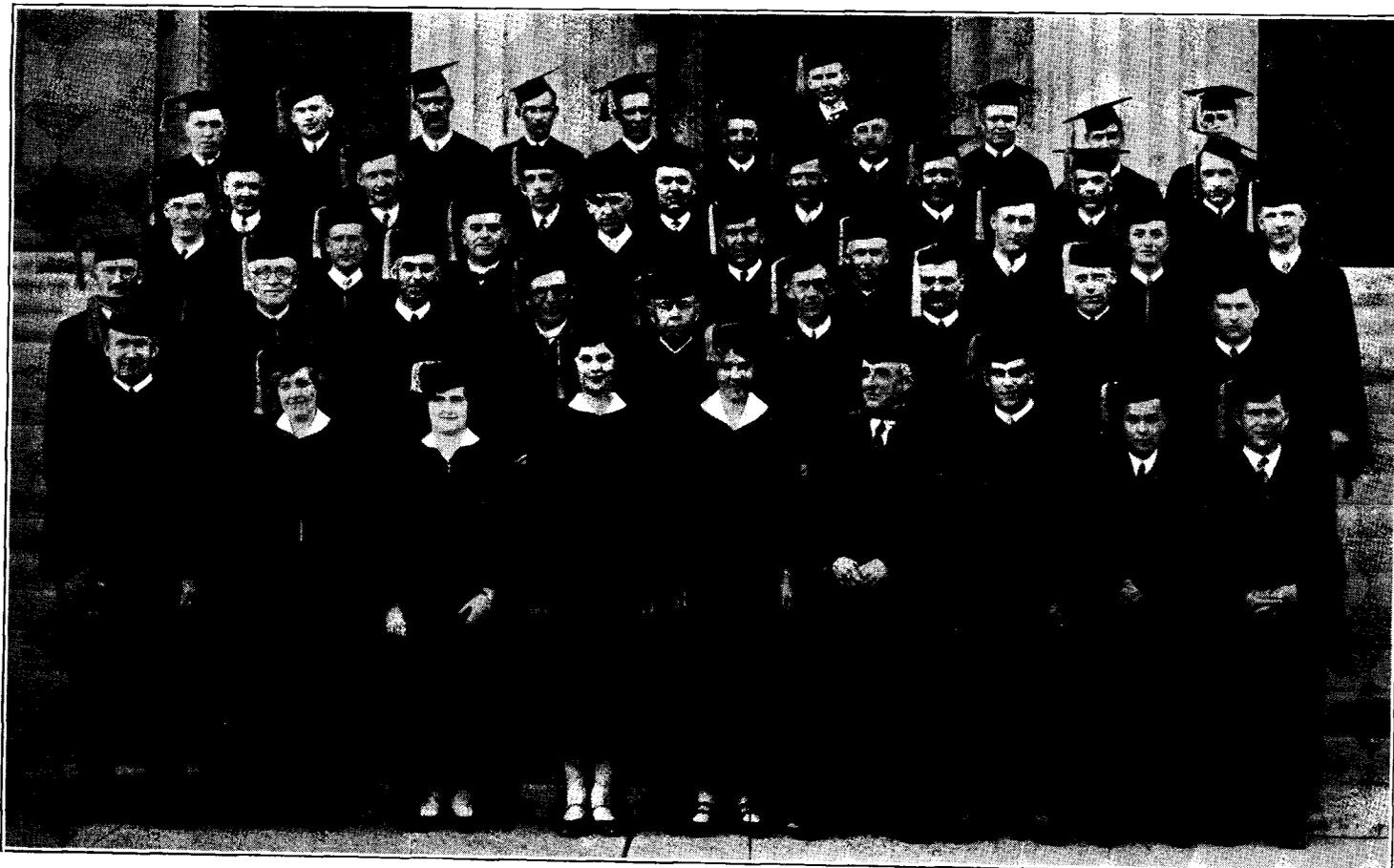
Advanced Electrical Engineering

(90 credits)

Marven Theodore Emme

Landrock P. Larson

Begin now to plan your educational projects for the coming year. Start on time and gain the maximum.



RECEIVERS OF CERTIFICATES

LYCEUM AND LECTURE BUREAU OFFER ATTRACTIONS

DR. JOHN WALKER POWELL, special lecturer in the field of English Literature, and a favorite speaker for schools, women's clubs, luncheon clubs, and special occasions, offers several new lectures this fall. Among his subjects are the following: "Present Day Fiction," "Present Day Poetry," and "Present Day Drama." Dr. Powell is also available for courses of three to six lectures on the following subjects: "The Poetry of Browning," "Human Values in the Bible," "The Genius of Kipling," and "The Social Message of Carlyle and Ruskin."

* * *

VILHJALMUR STEFANSSON, Arctic explorer, will be available during the season 1930-31, late in October. Mr. Stefansson is regarded as one of the most interesting speakers on the American platform today, and is the greatest living authority on the culture of the Eskimos of North America. Subjects: "The Friendly Arctic," "Abolishing the Arctic," "Stepping into Stone Age Society," and "The Blond Eskimos."

* * *

DR. EMANUEL STERNHEIM has lectured extensively to educational institutions, women's clubs, and luncheon clubs throughout the United States. He is an Englishman by birth and an American by adoption. Constantly reading, writing, speaking, and traveling from coast to coast, he is alert, informed on social and educational subjects. Dr. Sternheim is a compelling thinker. He challenges thought and gets results. Available November, 1930. Subjects: "The Challenge of Modern Youth," "Education and Life," "Twentieth Century Parenthood," and many others.

* * *

JUDGE FRED G. BALE has, in the course of the last two years, made five lecture trips in the state under the auspices of the General Extension Division. Few lecturers have ever proved more popular here. Judge Bale was prosecutor for the Juvenile Court at Columbus, Ohio, for several years, and has a



JUDGE BALE

wealth of human interest stories to drive home his message. He is a student of social conditions, and a powerful advocate of the rights of the rising generation. Judge Bale is at home before any audience, but likes especially to talk to school children and parents of school children. He has spoken before



FISK JUBILEE SINGERS

both the Minneapolis and St. Paul Rotary Clubs. Give the boys and girls a chance to hear him. Available in December, 1930. Subjects: "Tomorrow's Citizens Today," "The Fourth Line of Defense," "The Fiddler and the Fire," and "Youth, Leisure and Achievement."

* * *

GLENN MORRIS, scientific lecturer and entertainer, will make a trip into Minnesota this fall, for the third time. He presents interesting demonstrations in electrical and radio phenomena. Available in early November.

* * *

THE FISK JUBILEE SINGERS, pre-eminent in the field of Negro ensemble singing, and descendants of the original exponents of Negro spirituals, will make a concert tour of Minnesota and the Dakotas under the auspices of the General Extension Division next winter. The Fisk Singers, a quartet, appeared at the University of Minnesota during the Summer Session last year, and proved the biggest drawing card

of any attraction during the session. They received an ovation. The present group, a sextet of four men and two women, is the third generation of these singers. They have made four tours of Europe, appearing repeatedly in all countries. The timbre and quality of their voices individually and the perfection of their ensemble is the constant admiration of eminent musicians. Available in early February, 1931.

* * *

MARGOT HAYES SYMPHONY ENSEMBLE is headed by Margot Hayes, nationally known concert and operatic mezzo-soprano. Each member of the company is an accomplished soloist. Miss Hayes has made several transcontinental tours in concert and in opera in the United States and Canada, the press and public everywhere according her enthusiastic and unstinted praise.

Correspondence Dept.

During the summer the Department of Correspondence Study has been busy gathering new courses to aid the needs of everyone.

Club study programs, individual study plans, university credit courses, all are ready and waiting for you. Plan the use of your leisure time now.

**Look over the schedule carefully!
Registration directions are included.**

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The Interpreter

Published by the General Extension Division
University of Minnesota

VOL. V

OCTOBER, 1930

No. 2

WHAT PRICE BUSINESS LAW?

By JEROME J. JACKMAN,
Instructor in Business Law, Extension Division



JEROME J. JACKMAN

AT the very outset we shall further obscure our subject when we say that there really is no such thing as "business law." Law, or rules of action, apply to all men whether business, professional, or otherwise. There are no set of rules for those engaged in business which are for them alone,—no ground rules for the game of commerce. There are certain legal subjects however which the business man encounters more frequently than he does certain others, and which govern his activity more often than they regulate the actions of those not engaged in what is commonly called business. To the business man a knowledge of the fundamental principles of Contracts, Agency, Sales, Negotiable Instruments, Partnership, Corporations and Property is indispensable. And why indispensable?

Attitudes Toward the Law

There are two methods of observing law, illustrated by the following incidents.

The son of a "successful" business man had graduated from college. His father was suggesting the essentials in a business career, and gave very practical advice, which included: "Be honest, my son; by all means be honest, but study law and see what you can do and still be honest."

In the days before automobiles, an aristocrat needed a coachman. He felt that some kind of an examination was necessary that he might thereby be sure he was selecting the best qualified of the three applicants. So he asked the first question: "If you had a steady coach and four, how near could you drive to the edge of a precipice?" The would-be driver answered promptly, "Within a foot of it, sir." The same question was put to the second candidate, who, with equal promptness, re-

plied, "Within nine inches, sir." When the third was confronted by the same question, he was equally prompt in saying, "I should keep as far away from it as I could, sir." He got the job.

Why Study Law?

So the first reason for studying law is to teach caution. In case of doubt concerning the legal and proper course to pursue, consult a conservative lawyer. The law is a friend, a guidepost, a traffic policeman to direct us with the least inconvenience, and to point out the accepted habits of organized society.

In the second place a certain knowledge of law will teach us what must be preserved in the way of evidence to insure our rights,—what facts must be proven; in what form they are to be kept to become valuable if later we are brought into court or are obliged to enter the halls of justice to gain relief. Some transactions require a written memorandum in order to be valid. Others are satisfied by other formalities. In making a contract or disposing of property what steps must be taken to insure its being enforceable?

Methods of Studying Law

In our courses we try to counteract the impression that Law is dry, uninteresting, a compulsory piece of red tape essential for a certificate. We try to show by actual cases, by discussion and argument between students how stimulating such a course may be. Things that happen to us in everyday life are discussed under the camouflage of John Doe or Mr. A. and Mr. B. We try to make the law simple and living; a set of rules applicable to modern commercial life and social relations and not dry harsh rules handed down from Rome or the Middle Ages.

Here are some illustrations of the things presented and solved in these subjects:

Is This Breach of Promise?

A student might easily find himself in a situation like that which puzzled a certain young man whom we shall call Jones because that was not his name at all. Jones wrote a letter to Mary - - - ,

proposing marriage. (Of course he should have followed the sage advice of John Drew and have telegraphed or telephoned, but never have written.) Mary, desiring to make a contract, wrote and mailed to Jones a letter, accepting his offer and promising to marry him. This letter was lost in the mail. After waiting more than a reasonable time, Jones thinking that Mary had declined his offer, in despair married Maud. Thereupon Mary sues for breach of promise to marry. Is Jones obliged to pay perhaps heavy damages for not having married the woman he was most eager to marry? At any rate had Jones taken Business Law A and become familiar with the technical and practical rules governing offer and acceptance in a contract, he could have solved his own problems without undergoing the rather pointed remarks of his solicitous friends.

Responsibility for Accident

A pretty girl student of a certain college was waiting table in A's restaurant to pay part of her expenses through school. The cook caught a mouse and threatened to put it on this waitress. In running away she fell and was injured. It was part of the cook's duties to keep the plant clean and free from vermin and mice. Can our student friend recover from the proprietor? The cook has no money, the girl is badly hurt. After the discussion of the subject of Master and Servant and torts of an agent what would you advise her?

Or maybe something like this might happen to any one of you.

Yet Another Problem

Brown bought of Smith an automobile, then in Smith's garage in the country. As grass fires were threatening throughout the district, Smith suggested that Brown would be wise to have it insured while he was in town. Accordingly Brown insured it, as his automobile, with the Blank Company against loss through fire. When, later, Brown went to get the machine, it was discovered that the fires had reached Smith's place and the car was destroyed.

(Continued on page four)

The Interpreter

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Richard R. Price - - - - - Director

Advisory Committee

T. A. H. Teeter I. W. Jones
H. B. Gislason A. H. Speer

Alta J. Jones - - - - - Editor

OCTOBER, 1930

A Word of Explanation

The following anonymous message was received on a post-card with the Minneapolis postmark:

To Whom It May Concern:

Why do you not extend the registration period (without late fee) until October 1st?

You apparently have overlooked the fact that we teachers, who make up the majority of some extension classes, are broke so flat that if three-ringed circuses were selling for 2c we couldn't buy a hair of a dead tiger. This situation will not be remedied until October 1st—hence my plea.

From one interested

In spite of strenuous efforts it seems to be impossible to find a date acceptable to all students for the termination of registration. The date must be made uniform for all students, regardless of the time when they draw their pay. Pay days in different occupations vary and teachers by no means constitute the largest group of students. Formerly registrations dragged interminably. Now they are brought in promptly, and at the end of the first week of classes it is known which to continue and which to drop. The first class day seems the best terminal date for registration.

A Correction

In spite of the most careful attention typographical errors succeed in evading our proof readers and creeping into our class programs. For instance, in the first semester program course number 6 in History should read "England since 1815" and not "England since 1915." It is such lapses as this that drive proof readers to drink! The reader is implored to correct his copy of the program.

Whatever undiscovered significance life may have, whatever of the beautiful and the good is possible of achievement, it probably must come through long, slow growth in mastery and understanding. For us to fail to increase and to pass on the intelligence, the aspiration, and the culture we have inherited will delay that mastery, and postpone the discovery and achievement of significance. To see ourselves as separate individuals, and not as necessary links in the chain of life, is to betray the great adventure—the search for enduring values.

—(Antioch Notes)

Important Notice

In acknowledging registrations for an extension course or courses, the General Extension Division takes this opportunity of calling attention to a condition under which, it must be clearly understood, all enrollments are accepted. This condition is, that, in conformity with the general University practice, every student take during the semester a guidance or aptitude test. This test is considered an integral part of every course offered, and therefore no final marks may be recorded or credits awarded until the results of the test are on file. Only those students who have already taken the test as given by the General Extension Division last year will be excused. The University desires this record of every extension class student. The test will be given for the purpose of accumulating data for the scientific study of problems of adult education. The information thus acquired will of course be considered confidential. Students will be notified in due time when and where to appear for the test. It is planned to examine the entire student body in one week.

RICHARD R. PRICE,
Director

New Study Courses

Business Organization and Management

Business Organization and Management is a new and interesting sixteen lesson, three credit course just finished for the Correspondence Study Department by R. M. Weidenhammer of the School of Business.

The essential points of the course are: How to Start and Finance a New Enterprise; Office Department; Finance Department; Purchasing Department; Sales Department; Advertising Department; Personnel Department; Business Forecasting; Graphic Presentation; Budgeting; Business Ethics.

Write to the Correspondence Study Department for information.

Short Story Writing II

Short Story Writing in the Correspondence Study Department has been receiving such interest as a course that the Department has now ready for service a new course in Short Story Writing II.

Practical work is the key note of this course. Reading and analyzing many short stories in the books mentioned in the course is asked for.

Write to the Correspondence Study Department for further information.

To stop learning is to stop growing. That is why the minds of so many men and women are dwarfed and atrophied.

—John Oliver Rathbone in *Foursquare*

Will Be Work Committee Head



IRVING W. JONES

Students will be particularly interested in the addition of Irving W. Jones to the staff of the General Extension Division. Mr. Jones' special duty will be that of chairman of the Students' Work Committee in charge of

all contacts with students.

Mr. Jones returns to the Extension Division from the University of Idaho where he has been the Assistant President for the past two years. Previous to that time he was the Head of the Correspondence Department of the University of Minnesota.

It is hoped that the arrangement of having a member of the staff whose main concern will be student problems will be a source of satisfaction to both students and faculty. We are happy to welcome Mr. Jones back among us.

Extension Students' Plays Published

The Extension in Play Production conducted by Mr. Staadt last year brought forth fruit in abundance. In the 1931 catalogue of "Plays and Other Entertainment Material" published by the F. D. Singler Play Company, Minneapolis, five one-act plays written by students in the above-mentioned course are listed.

The plays are:

"Bells," a tragedy, by Mrs. Frances Singler

"Jealous Little Fool," by Bertha Hayden

"They Wanted Romance," by Mary Nystrom

"The Wedding Dress," by Burns Kattemberg

"What's What," by Ingeborg Nystrom

These plays will be excellent material for any short entertainments and may be purchased by sending to the publishing company.

The talents of an extension student were rewarded with a prize in the case of Mrs. Frances Singler, who was a winner in the 1929 Memorial Playwriting Contest conducted by the University of Minnesota.

Her play, "Isador Knob," a comedy-drama in one act, concerns the generous impulses of Isador Knobowitz and the consequent action of Selma, his fiancée. It has also been published by the Singler Play Company.

Mrs. Singler was allowed to enter the contest because she was an extension student at the University.

COLLEGE ABILITY TESTS YIELD COMPARISONS

By DR. HERBERT SORENSON,
Assistant Professor of Education, General Extension Division

DURING the week of March 24-29, two tests were administered to evening students who were taking university courses through the Extension Division. One of the tests was a vocabulary test while the other was a reading test containing a vocabulary exercise and tests of ability to obtain meaning from printed paragraphs. The vocabulary test is used by Dean Johnston and Professor Paterson of the College of Science, Literature, and the Arts in testing high school seniors and entering freshmen. The reading test used is the Minnesota Reading Test devised by Dean M. E. Haggerty and Professor A. C. Eurich of the College of Education. The Minnesota Reading Test has been used extensively on students of both the high school and university level.

The extensiveness with which these tests have been used enables comparisons of the evening students' abilities with other university groups. Secondly, the validity of these tests for determining aptitude for university study makes them particularly desirable.

The test scores for the evening group do not represent the scores for all evening students who were enrolled in extension classes. About two-thirds were tested while one-third did not take the tests. Just what the scores would be if all evening students took the tests is not known. If those who did not take the tests were an inferior group, the average scores would be lower. If they were superior, the average scores should be higher. What the abilities of the untested are is, of course, speculative.

Interpretation of the results should never be separated from the fact that not all evening students were tested, but it is probable that a fair sampling was obtained. Regardless of sampling factors, there really are no conditions that can alter the superior scores obtained by such a large proportion of evening students. In absolute terms, even though relatively high only by qualification, the scores in general are high as an analysis of Figure I will show.

Figure I shows the relative ability of freshmen and evening students. The upper line represents the ability of evening students while the lower line indicates the ability of freshmen. The scores are

shown in the left column according to per cent, ranging from 0 to 100, which are given on the bottom of the figure. These percentages called percentiles show the scores at which those percentages are at or below those scores. Thus a score of 337 for the evening students has about

are many evening students who have not graduated from a high school, and some who have not graduated from the eighth grade. Freshmen on the other hand represent a select group which has survived high school to enter a university.

Comparison of evening students with College of Education juniors and seniors will remove any objection that may result as a comparison with freshmen. Juniors and seniors are older than freshmen and are more selected because the less capable students have discontinued their studies.

A comparison was made of the evening students with the College of Education juniors and seniors. The median or middle score of evening students, and the scores above that point, are slightly higher than those of College of Education juniors and seniors; but below the middle point they tend to be lower. This is to be expected as the evening students include persons with less than eighth grade education and also those with advanced degrees. It is apparent from comparisons that, even according to junior-senior standards, a substantial percentage of evening students has high abilities.

In addition to the comparative ability of evening and day students some encouraging facts relative to interrupted education were obtained. Most evening students are part-time students which is equivalent to saying that their education is interrupted. That is, they are not attending school continuously and full

time as the student does who begins at six, graduates from the eighth grade at 14, high school at 18, and college at 22. Most evening students have not attended school continuously without interruption and in view of retardations being associated with inferior ability question may be raised about their abilities. Mr. West, Registrar of the University of Minnesota, in his study of day students found that interruption had a good effect on scholarship. This in itself should encourage the person who has been out of school to return and take university courses. We studied the abilities of people who did not go to high school immediately after graduating from eighth grade, and those who did not go to college or normal school

(Turn to next page)

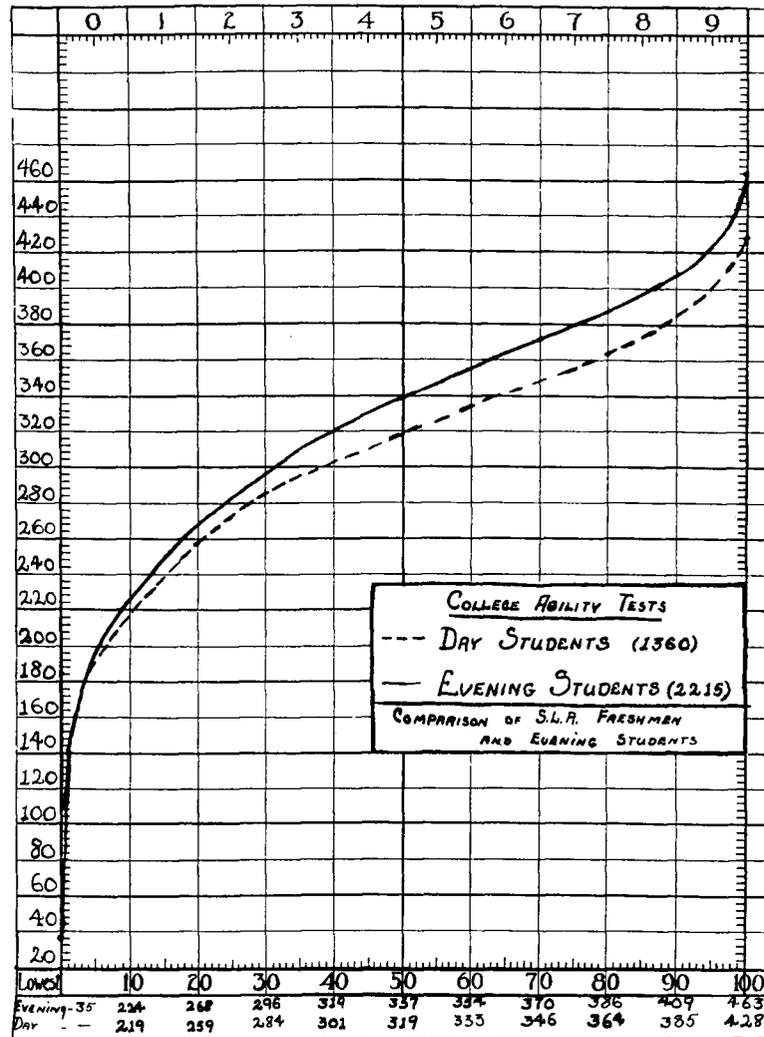


FIGURE I

fifty per cent of the group below it. A score of 296, about 30 per cent; a score of 319, 40 per cent; 370, about 70 per cent, etc.

Evening students have higher college ability than freshmen. The lines showing respective abilities of freshmen and evening students are rather widely separated except at the lower end. There is a low six per cent of evening students who test as low or lower than the lowest scoring freshmen.

The reader may feel that comparison is made with a low standard when comparison of the ability of mature evening students is made with young entering freshmen. There is, of course, merit in such objection, but it is reduced when one brings to his judgment the fact that there

A Student's Comment

Prefixed by a letter explaining that the writer had taken to heart the editor's plea for contributions to THE INTERPRETER, the following comment by a student enrolled in a correspondence course came to the INTERPRETER desk. These thoughts aroused by Dr. Price's articles, appearing in the April and May INTERPRETERS, concerning the World Conference on Adult Education, follow:

"A number of years ago the active business man or the busy housewife called forth criticism if he or she were known to devote daily some time to the study of some educational subject. Today, however, adult education has gained a universally firm foothold through systematic courses successfully conducted by numerous state universities. So important has adult education become that it has called forth a world conference which was held at historic Cambridge in England in August, 1929.

"Not only were European countries represented at this conference, but the United States, Canada, Australia, Japan, China, Egypt, and many other nations sent their representatives. The fact that Cambridge University, in the nineteenth century, made the first move to introduce a plan, or system which later developed into our present university extension service, pointed to this famous university as the logical place for the first world conference. The fact that Dr. Price was privileged to attend this conference and exchange viewpoints with so many other distinguished educators, brings an added enthusiasm to those who study through the institution he represented.

"It is intensely interesting for those of us who never hope to see the University at Cambridge to receive first-hand information as to the unusual basis upon which this famous institution is operating. It is comforting to know that in our country the universities do not demand such well-nigh impossible entrance regulations, do not exact such exorbitant rates, or refuse to consider students of average mental ability. Our state universities are willing to "polish pebbles," while Cambridge boldly limits itself to "polishing diamonds," and refuses to spend time or money on a student whom it considers of only mediocre mental efficiency, even though he has, through matriculation examinations, proven himself mentally qualified for entrance.

"Some educators contend that raising the common educational level of a nation is a step of great economic benefit to that country as a whole. Nearly every country, today, tries to raise its literacy standard because the men higher up realize the value of such procedure. Compulsory education is often the result of such efforts.

"Systems of education cannot be judged arbitrarily. It seems to me that all systems and methods discussed at the World Conference have merits, each in its own particular sphere."

What Price Business Law?

(Continued from page one)

Smith insisted on payment, on the theory that title had passed to Brown before the fire. As the contract was not in writing, nor had anything been paid, Brown can set up the statute of frauds, and will do so unless assured that he can himself collect from the insurance company. Can he do so?

And so on through the thousand and one problems in bills and notes and the endless procession of difficulties in real and personal property.

Everyone expects to own a house. What can we expect to receive when we want a marketable title? What is an abstract and how can I readily find who really owns the property I am buying? I want to make or change my will. Can I do so in simple language and if I don't make a will, how will the law distribute my estate? What must be the form of a promissory note so that if sold the buyer will be what is known as a holder in due course? And what does that phrase mean?

Life is just one question after another, and many of them, so far as our business relations are concerned, can be cleaned up by a fair knowledge of what is commonly known as business law.

Short Courses

A short course covering the fields of public health, school nursing, the Red Cross Nursing Service, and maternal and child welfare will be given this fall to students of nursing for some twenty hospitals and schools of nursing in the Twin Cities. The course started Monday, September 8, and will continue through December 3. The enrollment this year totals 75 nurses. Two lectures are given each week by physicians in public health organizations and by supervisors of nurses in the Twin Cities.

Post-graduate courses for practicing physicians are also conducted during the fall and spring of each year. At the present time, such medical courses are being offered in Olivia, Hibbing, Little Falls, Tracy, and Fergus Falls. These courses are organized by the various county medical societies who specify their choice of the particular Twin City or Rochester doctors they wish to engage. The administration of the courses is left entirely with the General Extension Division. The physicians called on represent all branches of the medical science such as bacteriology, internal medicine, nervous and mental diseases, oral surgery, pediatrics and obstetrics, and gynecology. Last year 300 doctors registered for these courses.

A course in embalming is offered by the General Extension Division. The enrollment for the course last year was so large that the registration will have to be limited for the course beginning in January, 1931. A four-year high school course is the requirement for admission to this course.

College Ability Tests

Yield Comparisons

(Continued from page three)

(Teachers' College) immediately after high school graduation, and those who did not go to the University immediately after graduating from Teachers' College. The tested abilities of these people generally were higher. This may mean that only the superior persons return to resume study and that only selection occurs. But when coupled with Mr. West's findings only encouragement is offered for the resumption of study.

There are many extension students who have had less than a high school education. It is reasonable to ask whether persons who have not graduated from high school have what is generally termed college ability. Although test ability of evening students tends in a slight but general way to follow the years of education which they have had, there are many who have had little formal schooling but who have very high ability. A lack of formal schooling need not constitute a disqualification for doing university study.

When college ability was classified according to age, a slight, somewhat irregular, but steady increase occurred with age. Selection of course plays a part, but the evidence suggests that if age is a bar to learning it is only an imagined one and not one due to lessened ability. Selection was probably operating but the fact remains that persons 40, 50, and 60 years old studying at the University of Minnesota have high college ability.

Many facts, probably of equal significance were obtained, but those given above were set forth as being of particular interest to the large body of evening students. The General Extension Division appreciates the co-operation given by the evening students and feels kindly toward the interest shown by students through requests about the study.

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Vol. V

NOVEMBER, 1930

No. 3

MATHEMATICS AS THE LANGUAGE OF PRACTICAL SCIENCE

By O. C. EDWARDS,

Assistant Professor of Mechanical Engineering, General Extension Division

EVERY person should be interested in one or more branches of science. By carefully observing groups of people in the various walks of life and listening to their conversation one would be led to believe that all persons were more than interested in scientific work.

One group discusses the possibilities of radio, another that of television, still another wonders of astronomy and a great majority talk freely of the merits and demerits of automobiles. These are but a few of a countless number of interesting subjects; but the general discussions one hears give the general impression that those taking part in them know little or nothing about them. The stumbling block in most of the discussions heard is an utter lack of an understanding of the scientific facts of the question involved.

One can not intelligently discuss the field of radio development by simply stating that one set is better than another simply because the former contains more tubes than the latter. More than just the number of tubes must be known; one should state the kind of tube, the method of connection, the best tube for the specific work it is to perform and numerous other particulars. The expert in the field knows the importance of all of these details and makes use of this scientific information to build a piece of apparatus that will do just the thing it is supposed to do.

No more can be expected of the finished product than is put into its construction, and no more performance can be obtained from it than is based on correct scientific knowledge and correctly assembled by the use of this knowledge. If one guesses that a certain thing will produce a certain result, then the final analysis will be little better than a guess. Many interesting mechanisms have been developed by guesswork; but they became valuable only when the underlying principles were fully studied and understood and a new design perfected upon these known facts.

No piece of machinery is any better than the poorest or weakest part of its construction. An automobile might be

constructed in such a manner that every detail was perfect, except the brakes. These might be poorly designed and fail to work in an emergency and as a consequence the car as a whole would be considered a failure. In the development of such a car the engineering department would be called upon to correct this evil and when this were accomplished other

Every problem in arithmetic, algebra, or trigonometry should have as a background some practical information for which it could be used. The student should be taught to think of the various problems as real and should have some idea in regard to the results before attempting to solve them.

points would be studied and improvements made. However, all the improvements made must be based upon accurate scientific knowledge and carefully worked out. Here, science and practice would approach each other. As a rule, practice can never fully attain to the results of scientific knowledge; but by careful workmanship the differences between the two should be very slight. Science takes care of the facts that are fully known; but practice takes care of everything that exists in the performance of the finished product.

The study of any scientific subject depends upon an accurate knowledge of the facts pertinent to that subject. For the most parts, facts are obtained by experiment. In many of our large manufacturing plants trained engineers are employed in research laboratories, where experiments in all branches of the work of the plant are carried out in order to learn more about the possibilities of the material used, or to make new materials that will serve to better purpose in the particular work being planned.

The above mentioned conditions are just a few of the many that are being constantly studied by the scientist. Mathematics is, at most, the language of science. Facts are observed in nature, and mathematics is employed to investigate the vari-

ous phenomena and to find how changes in one thing vary with respect to another. The so-called practical formulae found in most books really explain certain practical things about certain bodies.

To the engineer, such formulae as

$$I = \frac{E}{R}; M = \frac{SI}{C}; S = \frac{1}{2}gt^2; P = SA$$

mean certain definite things that have been discovered largely by experiment; but to the uninitiated they are merely a collection of symbols without any particular meaning. The first of the formulae mentioned is useful in the field of electricity. It is known as Ohm's Law and tells how the current, voltage and resistance are related to each other. In that science, a voltage may be generated by a direct current generator, providing certain types of wires are properly arranged, by rotating them in a magnetic field where they are caused to cut through a field of flux. This voltage will cause a current to flow in a closed circuit. By experiment it is found that the greater the voltage the greater will be the amount of current. In the language of science this fact is stated as, "The voltage varies directly as the current." The amount of current depends upon the resistance to its flow.

It would be necessary for any student of electricity to understand this principle before he could make any progress in the work. He would also have to have a thorough understanding of the formula regarding this fact. Mathematically, the formula is unlimited in extent and any values whatever may be assigned to either E or R and the value of I calculated. In the field of electricity, one would be governed by the range of practical values for E and R in any given particular case. If either E or R or both were given impossible or impractical limits then the value found for I would also be impractical. What is true here is true in every branch of science.

The study of mathematics is largely a bore to the average student and means nothing more or less than a collection of

(Concluded on page four)

The Interpreter

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Richard R. Price - - - - - Director

Advisory Committee

T. A. H. Teeter I. W. Jones
H. B. Gislason A. H. Speer

Alta J. Jones - - - - - Editor

NOVEMBER, 1930

Important Notice

The week of November 17 has been set aside as the time when the Placement Tests will be given under the guidance of Dr. Herbert Sorenson. There will be no class meetings that week, but all new students will be required to take the test on the evening of their class meetings. Place and time will be given out by the instructor.

The importance of these tests cannot be too much emphasized, and it should be borne in mind that the efficiency of the result depends to a large extent upon the presence of every new student. We might mention again that scores and other data collected in these tests are strictly confidential and are given out only to the individual himself.

Those who took the test last year will be excused from attending.

Price Publishes Article

To a volume of collected chapters published by Ginn and Company under the editorship of Raymond A. Kent, and titled "Higher Education in America," Dr. Richard R. Price contributed Chapter XII, on University Extension.

The book has an introduction by Lotus D. Coffman, President of the University of Minnesota.

The chapter written by Dr. Price covers a multitude of facts about Adult Education and more particularly University Extension Divisions. We hope to publish excerpts at some later date through the INTERPRETER but recommend the book to our readers now. Contributors to the collection are distinguished in their field of work throughout the country.

Orientation a Success

Orientation, a new course given in extension, has proved to be successful. Students have registered for it in large numbers and report that they find the course as interesting as it promised to be.

This course, popular on the campus with entering students, attempts a survey of the sciences from the layman's point of view. Two classes, one in St. Paul and one in Minneapolis, were filled.

If sufficient interest is shown for the new semester it may be offered again.

Student Work Committee Column

Official Notices

Change of Registration

Students desiring to change registration to a different class should consult the General Extension office promptly. A course cannot be cancelled or added to a student's program without approval.

Students who stop attending a course without having it cancelled will receive a failure in the course; and no credit will be received if the registration has not been properly completed. Any irregularities of this character should be reported to the Students' Work Committee for adjustment.

A change from a "no-credit" registration to one for credit may not be made after the eighth week of the semester; while a change in the other direction, from "credit" to "no-credit" may be made any time before the beginning of the last week of the semester.

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 General Extension office at the time of cancellation. In no case will a refund be made to a student in a class organized on a minimum registration basis. Two dollars of each fee is non-refundable, being held to cover registration expense.

Absences

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 absences exceed 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."

Visitors in Classes

The attention of both students and members of the teaching staff is called to the fact that auditors, under the rules of the Board of Regents, are not permitted to attend classes without registration and payment of fees.

This is not intended to apply to the occasional visitor but should apply to any who habitually attend class.

Prepare for the Future

Now is the time to begin thinking about the courses you are registering for in the second semester. It is not too early to gather together enough people for some special course or to begin the agitation for a continuation course in your work of this semester.

If you have ideas concerning new or continuation classes, get in touch with the office at once.

Remember—fifteen students make a class!

Staff Has New Member



EDWARD M. KANE

A new member of the Extension staff is Edward M. Kane, who is in charge of history courses. Mr. Kane comes to us from the regular staff of the university, where he has been a teaching assistant in the History department during the Summer Session of 1925 and the

college years of 1928-30.

Mr. Kane, B.S., 1928 and M.A., 1929, is a native of Minnesota and boasts an ancestry of Minnesota pioneers. For eighteen years he was superintendent and principal of high schools in various Minnesota towns where he taught history and social sciences.

Mr. Kane is teaching the courses of Recent American History, England Since 1815, and French Revolution—Napoleonic Era for the Extension Division.

As an entirely new offering for the second semester Mr. Kane is planning a course to be called Europe Since 1914. It will deal with the World War, its causes and results, and the governments and problems of the European countries from the close of the war to the present day.

Scout Leaders Courses To Begin

The General Extension Division, in cooperation with the Minneapolis Area Council of the Boy Scouts of America, announces that the Scout Leaders Training Courses will start on November 6, at the Citizens Aid Building.

Two courses offered are: The Elements of Scoutmastership, to be held on nine Thursday evenings, and The Principles of First Aid, covered on eleven Thursday evenings. The first of these courses is the beginning course in the Five Year Progressive Training Program for scout leaders and includes, besides the lectures and textbook material, a visit to a troop and three hikes. The second of these is the required specialization course in the Five Year Program and fulfills requirements for the American Red Cross Advanced First Aid Certificate.

In addition to these courses six specialized classes are offered as follows: Totem and Wood Carving, Campfire, Cookery, Nature Lore, Leathercraft, Game Leadership, Sea Scouting. These will meet for five two-hour periods each and the time and place will be arranged to suit the convenience of the groups.

Any further information desired may be obtained at the offices of the General Extension Division or at the Boy Scout Headquarters, Minneapolis. Registrations will be accepted at either place.

NOW IS THE TIME TO STUDY!

The economic readjustment which seems to be taking place during the present time has brought forth many comments from many points of view. Some of these comments mention adult education as a remedy for the situation.

Calvin Coolidge wrote in this vein from Northampton, Mass., on September 23, 1930, for his syndicated "Thinking Things Over with Calvin Coolidge":

"Oftentimes leisure can be profitably employed. While there are some people out of work who are well educated, there are many others who were displaced because they were not sufficiently trained to hold their places. When the time comes to reduce the force, those go first who cannot compete with their more skilled fellow workmen. As our industrial life becomes more complex and requires more and more technical knowledge, it will be increasingly difficult for the unskilled to find and hold employment. High wages require a high earning capacity.

"With the present school facilities for the young this situation will come to take care of itself. But the condition would be very serious for those who have already reached maturity without such advantages, except for the opportunity that is afforded by the night schools and university extension.

"The main value of a wage earner is his mind."

In the same vein, although written with an idea of giving a background for the present situation, the Monthly Bulletin for October of the Massachusetts Department of Education, Division of University Extension, says:

"Men and Machines. What problems arise out of their relationship? Is Man the Creator in danger of being overwhelmed by the Machine his Creature? This question is the whirling hub of a discussion constantly making its appearance in the press of the world. Numerous books have been written about it. It has been the central theme of several noted plays, among them "R U R" by Karel Kapek in which the word "robot" first appears.

"Though such distinctive manifestations are of strictly modern coinage, the origin of the problem goes back to 1830 or even earlier, when the so-called "Industrial Revolution" gathered momentum, following the invention of the steam engine. Thereafter life in every part of civilization gradually assumed a different complexion. Nations formerly agricultural became industrial. Great cities grew up from small towns. The trend in population changed from rural to urban.

"In the United States, beginning, perhaps, with Whitney's Cotton Gin, invention followed invention until, as an industrial nation and world power, we were second only to Great Britain. At the dawn of the twentieth century we drew up

on even terms. Edison had invented the incandescent lamp in 1879. Shortly after, he initiated the system of electrical transmission which, in its present development, is mainly responsible for the current supremacy of the Machine. It is not exaggeration to say that Edison is the Jehovah of the Machine Age, or more properly the Zeus whom the ancients worshipped as 'the lightning hurler.'

"The World War was engendered by commercial rivalry as much as by racial hatreds and the desire to settle old scores. When the smoke of battle had cleared, when the dead had been buried, when the treaties had been signed, America unbattered, in the strength of its youth, stretched to its full height, stood high above the competitors of the Old World, a giant among giants. American leadership in world affairs was not, or is not, hinged to the contingencies of the World War, however. That position was our destiny. The wealth which Nature bestowed upon us, coupled with the political and moral heritages of the Fathers of the Republic, was the force that made America supreme.

"Such is the historical background of the Machine Problem. At present its most vital issue is the dilemma of employment and unemployment. Joy E. Morgan, Editor of the Journal of the National Education Association, has estimated that today's workman is employed only half the hours per week put in by the workman of a century ago. Fifty hours now; one hundred hours in 1830. Not many decades hence, Mr. Morgan figures, thirty hours a week will be the accepted schedule.

"The Machine shortens the working day. It makes life easier and easier for the wage earner, since in comparison to his industrial 'ancestor' he lives like a king. But it also jeopardizes his chances of a regular income. It magnifies the danger of unemployment. More machines make fewer workers necessary. The biggest difficulty is for industry to assimilate these workers. What shall the outcome be? In the duel Man will ultimately conquer the Machine. Sweeping readjustments will take place. The captains of labor and the captains of industry will put their heads together and find some way to balance the good and the evil, to make high wages and good living possible for the vast majority, to reduce unemployment to a negligible minimum.

"This accomplishment is far greater than an overnight task. It requires education; it requires a knowledge of economic tendencies, of government, and of other social sciences, in order that the employer and the employed may understand each other and speak in terms mutually significant. It is the work of Adult Education and especially of University Extension to pave the way for such understanding and co-operation."

Lantern Club To Hold Try Outs

At the last meeting of the Lantern Club, Extension students' dramatic organization, it was decided that Friday evening, November 7, should be set aside for try-outs for new members. All extension students who are interested in dramatics are urged to attend this meeting at eight o'clock in Room 19 of the Music Building.

Officers for the coming year were elected as follows: Ray Lyons, President; Anthony Wick, Vice-president; Alice Ormsbee, Treasurer; Frankie Waleen, Secretary; Inga Johnson, representative for the Student Council.

College Daily Makes Comment

In the MINNESOTA DAILY for October 22, 1930 appeared the following editorial. We quote it because it not only shows honest opinion of some day school students, but because the thought of it seems absolutely sound to us. It was titled "They Mean Business."

"The rivalry between the day and evening students was received recently with the announcement that extension students have the higher college ability. Immediately the justification that the average evening student is older springs to mind; but when the test was given to juniors and seniors in the College of Education, the Extension Division score was still higher.

"The difference seems to lie in the attitude of mind of the two groups. The extension students go to school at night, not because they prefer it, but because they work all day. They pay their hard-earned wages for a course, and they want something for their money. When the professor gives them facts, they examine the quality of their goods before they accept. They read a theory and they apply to it the hard light of experience. They test and analyze; ask questions. They are absolutely in earnest. Not that the regular college classes are without their earnest, studious members, but there they are unusual, in Extension they are frequent.

"Often, also, their evening classes have the advantage of one or more persons in their classes who have had an education, attained a certain amount of success, and now return to an extension class for the latest theories in their business or profession, or for arts courses. People of this caliber bring with them an atmosphere of culture and learning, and of intelligent enlightened criticism.

"The spirit of earnest seeking for knowledge, the lack of which they have felt, the use of which has been proven to them, is the distinguishing characteristic of evening classes."

Students have been looking for the rooms where Business English and Composition are meeting. Because these classes were over large some of the rooms have been changed. Please call the office if you have had trouble.

WHY DO THEY TAKE CORRESPONDENCE COURSES?

To Fill a Daily Need

BY A STUDENT

Some time ago I picked up a book and read this quotation, "Speech is a mirror of the mind—an index of what you think and are." From that time I endeavored to improve my speech as it was obvious that to be able to use language well was of personal advantage. In my study I have found out many things that are important and to which I had never given much thought. For instance: the agreement of verbs with their subjects and the agreement of pronouns with their antecedents, the correct usage of pronouns, of adjectives, and of adverbs. I am trying to get my pupils to cultivate accurate and useful language habits as I now realize the vast importance of knowing these constructions in which I received no drill while I was a student in the grades.

I have found that skill in language is not only a social asset but also of an economic value. To be able to speak correctly puts one in a better light. Inaccuracies of speech show lack of culture and reflect the kind of associates one has had.

J. W. Wohlfarth has said that good English is a key that helps unlock the doors of success. Through information from friends living in some of the larger cities I have learned that even clerks in some of the larger department stores are not wanted unless they use good English. In all walks of life we find that clear accurate expression is essential to success.

Work in composition gives one training in logical thought. This is where I have found myself lacking as I have had very little training in the construction and writing of compositions.

For some time I have felt the need of a wider knowledge in English in order to fit myself to meet the needs in my daily teaching. More and more problems seem to arise from time to time which must be solved in the English class. I am anxious to continue my study of English in order that I may keep up with the times and in order that I may get more practice in writing. With these ends in view I decided to take a correspondence course in composition.

An Exchange Comment

The PATHFINDER, published in Washington, D.C., prints the following comment upon Dr. Sorenson's conclusion that learning power does not decrease up to the age of 50.

"There is a fact that should be assiduously circulated into every corner of the land so that it may drive out the opposite and false idea which has so long usurped a place in the popular mind. . . .

"Now that our schools are humming with activity again, and young minds stim-

To Use Leisure Time

BY A STUDENT

The old conception of education seemed to be that it was something which happened to a person while he was young. One of the outstanding developments of the present day education is the movement for adult education. People all about one seem to feel the necessity of something to stimulate intellectual life and to make leisure time more profitable. Seeing, hearing, and feeling all this has awakened in me a desire to be one of that increasing number who are enrolling as students in college to carry on an organized education.

This is a time when, more than ever, one feels the need of poise. If personal power comes to a focus in one's speech, then a course which makes one feel sure one's English is correct cannot help but develop poise.

Then there is a certain grace which belongs to those who write well and are good conversationalists. Grace, whether it is the kind found in an acrobat or the kind we admire in a writer or speaker cannot be attained without practice. This practice will come to me through the work I shall be asked to prepare for my correspondence course.

Any general is more likely to win a battle when he feels he has plenty of reserve forces. So I shall feel more certain of doing my daily work better if I have some reserve power back of all I do. A course that develops clear thinking which must be stated in exact sentences must give one some reserve power.

No matter how busy one is, there is a certain amount of leisure time for every one during the long winter. I have reached the conclusion that activities which use all the leisure time one has at his disposal, and leave one no time for the development of his intellectual interests are harmful.

Instead of being true enjoyment these occupations become obstacles to something more important. For this reason I have decided to spend my leisure time this winter doing something to improve intellectually and I feel certain I shall be happier for doing this work because I shall have improved my English by taking this course offered by the university.

ulated with new knowledge are pestering the old intellects at home, the announcement of the Minnesota professor comes pat. Let Dad and Mom not quake before the uninvited questions in geography, history, and arithmetic, but confident that the old brain is just as good as ever, let them meet, welcome, and conquer all these hitherto bothersome little problems and help and be helped as the intellectual acquirements of the family increase.

"The man of 50 can learn just as well as his children, and he does not have to go to school to do it."

Mathematics as the Language of Practical Science

(Continued from page one)

symbols which must be juggled in some manner or other to produce an answer that is usually found in an answer book. One method after another is tried until some combination is found that produces the given answer and the student thinks he has learned something about mathematics. This is far from the truth.

Every problem in arithmetic, algebra, or trigonometry should have as a background some practical information for which it could be used. The student should be taught to think of the various problems as real and should have some idea in regard to the result before attempting to solve them. In this way, mathematics could be made more interesting to all students and more progress could be made.

The argument has been advanced that only a small percentage of the student body in any school has any real need of mathematics; but it so happens that the great majority of people in all walks of life could make very much use of this science if it were possible. This desired result could be accomplished in the grade schools and high schools; but not by the present methods. Radical changes should be made in the selection and nature of the work. The writer has met many people who have said that they had no practical use for mathematics; but in the majority of these cases problems were met with in their work which either went unsolved or were solved by some person called in for that purpose.

It is the wrong principle to eliminate this or that topic from any course in arithmetic simply because some person thinks it is unnecessary. If each person had a real knowledge of mathematics they could enjoy a great many scientific books which must be left unread or misunderstood due to the lack of this knowledge.

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EDITORIALS AND EDUCATION

By courtesy of THE MINNEAPOLIS JOURNAL, the two following editorials by DR. JOHN W. POWELL of the Extension Division staff are reprinted here.

Adjusting Ourselves to Life

EPICTETUS points out that we are in a world in which sickness, sorrow and disappointment are inevitable. The thoughtful man, confronted by such vicissitudes, will first of all endeavor to remedy them. But if this is impossible, he will adapt his mind to his condition. Instead of rebelling and fighting against fate, he will go along with it and accept it as right and reasonable.

This is a hard saying, and few can bear it. Yet it is the teaching of religion as well as of philosophy. If we are the victims of blind fate, we gain nothing by kicking against the pricks. It is the part of dignity, to say the least, to play the man, and endure our lot without complaint. If, on the other hand, our lives are guided by Infinite Goodness, then we owe it to God as well as to ourselves to accept His most inscrutable dealings as the manifestation of His wisdom. Who are we, that we should demand at all times ease, comfort and joy? Everyone knows that the strongest and most worth while character is the fruit of struggle and hardship. Why then should we not receive joyfully at the hand of God whatever lot may be ours?

Modern psychology comes to the support of religious philosophy at this point. It teaches us that fear and worry and envy and anger are irritants that aggravate the very conditions against which they are directed. They breed physical as well as mental poisons. They fill the delicate bearings of the mental life with sand. The first step in the cure of nervous disorders is to call up the patient's secret fears and worries, and bring them out into the daylight, where they can be seen for the foolishness they are. The next step is to educate the mind to switch off the poisonous currents of rebelliousness and

discontent, and to switch on the healing currents of hope and faith.

It is a commonplace that even the discomfort of a hot summer is increased by fighting it. We "feel the heat" less when we are too busy to think about it. The patient in the dentist's chair can fill his mind with pleasant recollections till the pressure of a steel drill on sensitive nerves is crowded out. "Mind cure" may not repair broken limbs or heal physical lesions, but it will go far to provide the conditions under which healing may best take place.

In a world as complex as this, with people as blind and ignorant and impulsive as most of us are, there are bound to be millions of square pegs in round holes. Few there are whose marriage is ideally happy, whose associates are altogether congenial, whose daily tasks involve no drudgery. There is scarcely one of us who, if he thought continually upon the disappointments and discomforts of his lot, could not develop an attitude of bitter rebellion. To what end? Are we not every one bound to the wheel? But if we know that resolute cheerfulness and manly acceptance of life brings mitigation of its hardships, and develops sturdiness of soul and toughness of fiber, then in Heaven's name let us accept life gladly; taking pride in our capacity to endure, finding ground for contentment in the countless blessings it is so easy to overlook. Life, after all, is what we make it. Its experiences enter into us and become part of us. They furnish the net result which we bear with us into whatever larger experience a future life shall bring. There is much ground for believing that this world is but a kindergarten out of which we graduate when its lessons have been learned.

The world is wide
In time and tide,
And God is guide—
Then do not hurry.

For he is blest
Who does his best
And leaves the rest—
Then do not hurry.

Ambition and Democracy

UNEQUALLED opportunities for advancement afforded by the conditions of life in the New World have brought it to pass that ambition, formerly regarded as sinful, has become a cardinal virtue in the American character. The rail splitter might become President. The newsboy might become the master of millions. No position of wealth or power was beyond the reach of the humblest. The result has been to stimulate resourcefulness and initiative. It has brought millions of eager youth knocking at the doors of education. It has made American life the most restless, energetic and colorful the world has known.

But its influence has not been all for good. It has drained the farm of youth and vigor to feed city life. It has depleted the ranks of labor to create an army of white-collared clerks and bond salesmen. It has overcrowded the professions, but left a dearth of competent craftsmen. For years we have had to import tailors and carpenters and masons and mining captains from the Old World. Now we are laying heavy restrictions upon immigration, with the result that it is difficult to get skillful work done in any of the crafts. Wonders have been accomplished in the way of substituting machines for hand labor, but there are still a good many tasks that must be done by hand. We have an army of unemployed, but where can a competent workman be found?

It has been our proud boast that we have abolished the class system of Europe, under which the son expected naturally to follow his father's trade, and had neither thought nor desire of rising above that state in life in which it pleased God to call him. In so doing there is no doubt that we have loosed the shackles of tradition and given the minds and souls of men the freedom of the world. God forbid that we should ever try to go back, or that the door of opportunity should be closed.

(Continued on page three)

A Way to Study

With examination time coming our way, near enough to receive serious thought, and yet far enough in the future so that something constructive may be done about gathering our knowledge into saleable groups, the following idea, called "Digging In," written by G. H. Estabrook, Colgate University, and published in *THE INTERCOLLEGIAN*, seems to us valuable enough for all of our students' consideration.

"The secret," says Mr. Estabrook, "is not in how to study, it is in how to review. Try this simple system.

"Take your notes as you have been taught to. Then buy some three-by-five filing cards. Look over your notes and use a red pencil. Some parts are easy to remember. There are other parts that are 'the veriest devil.' That formula in chemistry or name in history or declension in Latin. These are the key points of the lecture. Write small and enter these high spots on your three-by-five cards.

"Now you have the difficult points all together on cards. Tuck those cards into your pocket. Then, during the spare moments of the day, use those cards. The ten minutes before dinner or waiting for a date, or loafing after one. Your success in that chemistry course isn't going to depend so much on getting every day's work, although that is important. It depends on your not forgetting the work that has preceded. You have the key points of this and other courses in your vest pocket notes.

"Here is where system enters. You will find that your pack of cards readily grows. Mix them all together—chemistry, French, history, math., and biology. Now be careful. Every morning select a number from that pile for review—let us say ten. Make it an absolutely rigid point that these ten are read over carefully during the course of the day. You've got to hold yourself to a schedule. Where, when, or how you read them makes little difference, but get them read and be thorough about it.

"Then replace them. One card came early in the course. You know everything on it thoroughly. Place it on the bottom of the pile. It will be quite a time before you meet it again. Another you are not so sure of. Put it in the middle. That means you will run across it again, say in two weeks. Finally you meet a card which represents a lecture of yesterday. It was difficult and you know that you have not mastered it, so put it near the top, where you will get at it again in the very near future.

"The idea is to guarantee that you keep reviewing your entire course during the course of the year. Also that you keep seeing the stuff you have mastered in rather long intervals, while you have the material you have not mastered served up to you every few days."

Lecture and Lyceum Offerings

Film Service

Special rates are now available on the Yale Chronicles of America Photodramas. These historical film episodes are becoming a part of the curriculum of many schools in America. One Minnesota school has decided to use a certain number of these film subjects every year as a part of its instruction in history.

Recent experiments have demonstrated the teaching value of these films. In an extended survey of results of using films in the seventh grade, it was found that:

(1) The photoplays contributed materially to the gaining and retention of worth while knowledge, particularly of knowledge of inter-relationships, other than time.

(2) They produced more pupil participation in classroom discussion.

(3) They caused the pupils who saw them to read voluntarily more supplementary history reading material under controlled classroom conditions.

Schedules are now being made out on the Yale films. Early comers will be best accommodated with the dates they desire.

The bureau has now on hand about 50 feature photoplays, many of them almost new and of excellent quality, featuring a number of famous screen stars. Rentals have been made as low as possible and within the range of almost any organization. If you have not received the special offers for winter programs on films and slides, write the Bureau of Visual Instruction for full information.

Lecturers

Among the lecturers offered by the University Lecture Bureau is Dr. M. C. Tanquary, member of the Donald B. MacMillan's Crockerland expedition into the Arctic. Dr. Tanquary spent three years in the frozen North as scientist and zoologist of the MacMillan expedition, and experienced even more than the ordinary thrills incident to travel in that region. He tells a gripping story and illustrates it with about 100 beautifully colored pictures of life in the Arctic.

Dr. Tanquary is now professor in the department of Entomology and Economic Zoology, University of Minnesota. He is available for lectures on reasonable notice.

Subject: "Adventures in the Frozen North."

Dr. Emanuel Sternheim, who was scheduled for a lecture trip in Minnesota the latter part of this month and early December, suffered severe injuries in an automobile accident last summer, which still incapacitate him from filling lecture engagements. His trip has had to be postponed until early March. Those interested in procuring the services of Dr. Sternheim will find him available for additional lecture engagements in the spring. He speaks on many subjects.

The Art of Reading

"We need only reflect upon the condition of mind of the man or woman who does not read. To them there is no past, for the ages before their time are blank. Men and women have lived and died and suffered, but not for them. They know only what they see, and they see imperfectly for want of instruction, and so they stumble along in a darkness that is of their own making, because they are unmindful, perhaps unconscious, of the fact that human labor had constructed a great highway which bridges the ages, across which knowledge of the past comes to us and across which we are able to hold intercourse with the great master minds of the past. That highway is composed of the books which constitute our literary heritage."

HENRY GUPPY.

And may we remind you that this bridge to the knowledge of the ages is mapped out for you by the Correspondence Study Department, which has a number of Reading Courses. Write for information.

Editorials and Education

(Concluded from page one)

But the time is at hand when we must overhaul our ambitions, and see whether in our pursuit of wealth, leisure and social position we have not lost sight of some enduring values. The trouble is not with ambition, but with the ends to which our ambition has been directed. Whether consciously or not, we have come to despise manual labor. The average American youth would rather clerk at a soda fountain for ten dollars a week than be a plumber at ten dollars a day.

We are all wrong. The true end of ambition should be to develop our capacities to the utmost, whatever they may be. If we were truly democratic, if we really believed our profession that every man should be judged by his intrinsic worth, whatever his station in life, we should soon come once more to recognize the dignity of craftsmanship, to take pride in our labor. There is no real conflict between manual toil and the highest intellectual ambitions. The working man of today has abundance of leisure. Economists tell us that, as our industrial life develops, he will have still more. There is no pursuit of art or letters that is not open to him. If he is born with capacity for leadership, it will presently reveal itself, and he may still find himself chosen for high position in the state. But his first aim must be to make himself useful.

We must learn all over again the fundamental lesson of democracy, that all men are equal, equal as human beings, equal in dignity and worth, no matter by what craft they have their living. It is the only way we shall get our feet on the ground, and gain control of the bitter social unrest which today is sapping the foundations of civilization.

AN EXPLANATION AND A SUPPOSITION

By a Former Student in Composition

People who are knowing in psychological matters hold that memory goes back only to the third year of one's life. I do not regret the blankness of my first three years, because they were probably much like the six that followed them, in that I was pawed over promiscuously by hordes of relatives and family friends, all tremendously upset over my lack of resemblance to my brothers who were pretty children with curly hair.

There was always a distressing lack of delicacy in the manner in which my personal appearance was commented on when I was a child. Sundays and holidays held for me none of the joys such days are commonly supposed to hold for youth, for on those days the clan gathered and I knew from heartbreaking experience that I should be, for a part of the day, at least, the center of a circle of elderly people who lamented over my straight tow-colored hair and compared it to the auburn ringlets of my brothers. I was irked much more by the condition of my hair than they could possibly have been because, at best, their interest in its was impersonal.

I bitterly resented the unfair criticism that was heaped on my defenseless head and agreed savagely (to myself, of course) with those persons who remarked brightly, at least three times an hour, that I should have been a boy. If I had been one I should have run away to sea and so escaped the inevitable Sunday dinner at Aunt Ann's to which, in comparison, the Inquisition must have been jolly good fun.

I was reared by the rule that a child should be seen and not heard and I learned, after a few disastrous attempts, that I could not resent in public the conversational topics of my elders without acute personal discomfort, so I satisfied myself in private by hating those whom it would have been easier to like. I mourn the loss of a sweet disposition.

Because the importance of my appearance was magnified at family gatherings and I was made to feel vastly inferior to any one else, I nursed a hatred for social affairs and was always uncomfortable in the presence of strangers. The good people who were responsible for my attitude would, undoubtedly, have been horrified to learn that their chatter was the cause of my perverse and disagreeable disposition. They had an interest in my welfare, which I could have gotten along admirably well without, and it was really thoughtfulness for my future, as they saw it, certainly not intentional cruelty, that led them to deplore so often and so unaffectedly my shortcomings.

My mother, who was crippled and ill, the result of an accident suffered soon after I was born, spent most of her time

in Minnesota, and since her condition demanded rest and quiet my youngest brother and I remained in Montana on our grandparents' ranch. We lived in an isolated district and were forced to rely more or less on one another for companionship. We were a rather ill-assorted pair. My brother was an active child, fond of leaping about and climbing things. While I often aided him in his athletic undertakings I really preferred sedentary occupations. I was fond of reading, although my reading was most sternly supervised and I tired easily of the sort of pap that is fed children in the name of literature.

I would have been content to live on indefinitely without the softening influence of feminine companionship because, in spite of the difference in our temperaments, my brother and I got along exceptionally well. He took for granted the peculiarities of my countenance and envied, silently but visibly, my hair. In his company I came near developing a superiority complex.

My wishes in the matter of feminine associates were not consulted and even my lack of co-operation in their schemes failed to shatter the hope in the breasts of my guardians that some day I should be attracted to a little girl with a soft voice and lovely manners who would be an influence over me. On visits to town I was dragged, protesting at every step, to festive little affairs where I met girls of my own age who obviously disapproved of my ribald Stuart plaids while, with inconceivably self-satisfied smirks, they patted their own delicate pink satin ribbons. I was a shallow child and the good people responsible for the selection of my wardrobe evidently worked on the theory that the violent Stuart scarlet would lend a pleasant glow to my pale cheeks. My gala attire usually gave the effect of a conflagration and because I was so immoderately conscious of my appearance, I invariably assumed a belligerent attitude to hide my agony of embarrassment and managed frequently to disgrace myself by some gross breach of etiquette and give the impression that I was wholly savage and unrestrained. None of the social affairs given in my honor when I was young could be called a complete success.

Even today I retain the nervous tension I felt at that time when I am out in public; but I flatter myself that it is not apparent. I always have difficulty in stifling the vague, absurd fear that I am being watched by someone who is, if not my best pal, certainly my severest critic. I suppose that means I have a complex or an inhibition of some sort.

A man is but what he knoweth.

—Bacon.

At This Time of Year

By a One-time Student in Description

I can think of no scene in nature more restful, more harmonious, more beautiful than an open wooded space on a very still winter morning when the thermometer stands just below zero, and the upper air is full of a lifting fog. Behind numberless veils of pearl-grey mist that have caught, here and there, a tint only of faint rosinness from where the sun floats like a harvest moon, the azure sky lies almost concealed.

From the snow on the ground to the heavens above, there is no discordant color, only a blending of whites and warm greys with the dark tree trunks that lift graceful arms, covered with miniature white pine needles, to make a veritable fairyland. The younger trees, like little children, are gathered round to play at statue leaving the shrubs grouped together like so many scattered and discarded toys.

It is a scene for the Charity Ball of the Fairies with, here and there, star-dust seats in the trees, for queens and princesses, that still have in them some of the diamond sparkle from royal robes. One may stand and imagine the tiny eyelids as only closing after a night of gayety spent thronging these perfect spaces. Or it is a scene for pagan worship where man bows down in an adoration of silent ecstasy, and names himself a clumsy craftsman in an earth-bound mold.

Education raises persons above their surroundings and makes them masters of themselves, rather than merely being creatures of circumstance. It is not enough merely to know how to get a living; it is necessary to know how to live.

—Calvin Coolidge.

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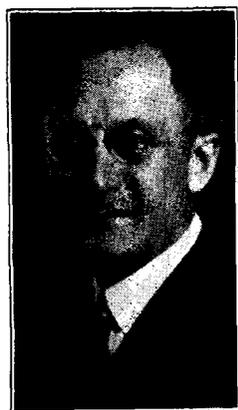
The Interpreter

Published by the General Extension Division
University of Minnesota

"IT'S DOGGED DOES IT"

By RICHARD R. PRICE

Director of University Extension



RICHARD R. PRICE

THERE is more than a modicum of truth in the old fable of the hare and the tortoise. The race is not always to the swift, nor the battle to the strong. And this is applicable to qualities other than physical. There are in human beings traits and attributes making for success which are not revealed by the most refined of intelligence tests. The I. Q. is not the last word in the individual's equipment for life. Other things being equal, intelligence is perhaps the most important factor in a successful career; but, unfortunately perhaps, other things are seldom equal.

Ability Versus Character

In our keen appreciation of the value of intelligence we are prone to overlook the importance of such fundamental traits as courage, honesty, tenacity, stamina, energy, persistence, doggedness, fortitude. And yet these elements of character play a large, and sometimes a decisive, part in the final outcome. Every teacher has known cases where the brighter of two pupils was finally surpassed by his duller comrade because the former was lazy or flighty or vacillating while the latter was energetic, ambitious, and persistent. Dogged, plodding persistence will never make an A student out of a D student; you cannot make a silk purse out of a sow's ear; but the plodding one not infrequently attains his goal while his more brilliant competitor dawdles along frittering away time and talent.

What bearing have these observations on the problems and difficulties of those adult students who are striving by means

of evening extension classes either to make up arrears in their education or to resume their interrupted studies? The connection is very real and vital.

Need for Perseverance

Every autumn a relatively large group of people animated by laudable ambition and motivated by the desire for self-improvement may be found devoting their evening hours to attendance on extension classes. Yet as the semester wears on many of these ambitious ones begin to

"The heights by great men reached and kept
Were not attained by sudden flight,
But they while their companions slept
Were toiling upward in the night."

drop out. Some have perfectly legitimate reasons: sickness, removal from the city, change in working hours. But, alas, many, many more drop out because the going gets hard, there is toil and drudgery, there are counter attractions, they lack stamina, grit, doggedness; and so they falter and fall by the wayside. It is a pathetic thing to see so many hopes and aspirations blasted by the mere dwindling of the driving power of an inward urge. Such as these have the wish-bone but lack the back-bone. They cannot persist in the face of difficulties and weariness and a clouded vision of the distant goal. They are not of the royal lineage.

What About the Second Semester?

A similar situation reveals itself when the enrollments for the second semester come in. Educational institutions have become accustomed to discovering a loss of from fifteen to twenty per cent in registrations over the first semester. This means that as many as one-fifth of those who started out so hopefully in the autumn have become weary of well doing, and, having accomplished the first stage, lack the tenacity of purpose to carry the

task to successful conclusion;—and this in the face of the fact that at best only nine months of the year may be devoted to evening class work, and there are still three months left for recreation and diversion and for other forms of intellectual activity.

It is not too much to say that the greatest obstacle to the progress of the part-time student is no lack of brains; it is rather lack of driving power, of inflexible will, of stamina, of patience, of dogged, unconquerable persistence. Without these, even talent often fails; with these, mediocrity not seldom succeeds. Even the persistent, undying effort is often its own reward. Let not the adage be forgotten: *"Men who try to do something and fail are infinitely better than those who try to do nothing and succeed."*

Study Needs Relentless Pressure

What, then, is the conclusion of the whole matter? There is no worthy achievement in life accomplished without great labor. In the intellectual life as in the physical life, what accomplishes results is steady, persistent, unremitting, purposeful effort. There is no sphere of human activity in which spasmodic, desultory, intermittent attacks carry to completion a really worth-while enterprise. No, the world's really important work is done by men who apply a steady and relentless pressure to the job in hand. In mental habits as in mechanics it takes sometimes a disproportionate amount of energy to overcome inertia, but after that, one should take advantage of momentum and keep the load moving.

There can be no doubt of the fact that the more one studies the more facility one acquires in study. In other words, the way to get power and efficiency in study is to study. But efficiency in study does not result from rambling or sporadic or desultory attempts. It is the product of a program pursued methodically and systematically and rationally, without any

(Continued on page three)



The Interpreter

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JANUARY, 1931

Use the Schedule

Enclosed with this number of the Interpreter you will find a copy of the schedule of classes for the second semester, with full directions for registering. A careful reading and carrying out of all such directions will insure prompt and efficient enrollment in your desired class for the remainder of the year.

If you are taking a course which continues automatically, you are indeed in luck, but if your planned program terminates with the last week in January, get busy immediately. In the schedule are to be found courses to fit various needs and desires. Look it over thoroughly!

At Your Service

The Students' Work Committee once again comes to your aid in helping to solve your registration problems. We remind you that Mr. Irving W. Jones can help you with the planning of a definite course of study and with advice as to the courses which will be of most benefit at the present time.

Perhaps you have never thought of working for one of the Extension Certificates, the recognition of the completion of a course of study. Ask Mr. Jones about them.

Again, you may have credits gained at another school. The Work Committee can help you in an evaluation of them according to the standards of the University of Minnesota. See how far they place you on the road to a degree, and then register for a course or courses which will take you on into the desired territory.

Mr. Jones can be reached at 409 Administration Building on the campus, or by calling Dinsmore 2760.

Please!

Do you save your Interpreters? If so, you can help us out of a difficulty.

We have run out of copies of the Interpreter for October, 1930, and we need more of them. If you will mail your copy to the General Extension Division, University of Minnesota, Minneapolis, you will be doing a good deed for us.

Thank you!

Register on time!

Official Notices

Make Up College Ability Tests

For the benefit of those students registered for credit who have not yet taken the college ability and reading tests, four meetings for the administration of the tests will be held in the New Physics Auditorium on January 20, 21, 22, and 23. The meetings will start promptly at 7:30 p.m.

Special attention is called to this opportunity because credit will be withheld from all students registered in this current semester who have not taken these tests either last spring or during the week of November 17. The four meetings listed above are arranged so that students may attend any one of them on nights when they do not have classes.

Second Semester College Ability and Reading Tests

For students registering for the first time in the second semester, and for those who have not previously taken these tests, five meetings are scheduled for February 23, 24, 25, 26, and 27. These meetings will start promptly at 7:30 and will be in the New Physics Auditorium.

All students should remember that these tests are required of all students registered for credit, and that credit will be withheld until the requirement is met. The five meetings have been scheduled so that students may make use of any one of them on a night when they do not have to attend a regular class.

Holiday Frolic a Success

On December 13 the Seventh Annual Holiday Frolic, managed by the association of students enrolled in Extension classes, was held in the Minnesota Union, on the campus of the University.

The entertainment consisted of dancing from 8:30, bridge any time you wanted to play, and a series of twelve acts of entertainment, which included solo dancing, trio singing, piano selections, chorus dancing, and other varied forms of entertainment at its best, broadcast from the Union over WRHM.

The General Arrangements Committee consisted of Jennie Shey, general chairman; Charles J. Ackerman, assistant; Ross V. Thompson, Thomas A. Moore, and Elmer Kihlstrum, appointed by Clyde Forinash, general president of the association.

Tickets for this party were completely sold out about ten days before the event.

St. Paul Drama Club

We have heard that St. Paul students are organizing a drama club. But we have no definite news about it. Why not keep THE INTERPRETER posted as to your progress?

News is news, and our students like to have all they can read. Let's help each other with this.

St. Paul Students Give Party

Arrangements are being completed for the fifth annual Mid-Year Party of the St. Paul Evening Students' Council, University of Minnesota, which will be given in the Knights of Columbus hall in St. Paul, at 8:30 p.m., Saturday, January 10.

Music, cards, dancing, and specialty entertainment numbers will be included in the entertainment at the party which is the annual get-together of the late afternoon and evening students of the University in St. Paul.

Kenneth L. Sansome, president of the students' organization, is chairman of the general arrangements committee which includes Albert M. Kueffner, Marie Jungbauer, Stella E. Heinze, and Georgia T. Whitcher.

Ticket sales are in charge of Robert G. Heller, chairman; Anne G. Schwartz, Robert K. Damkroger, William F. Boehm. Wm. H. Schubert is chairman of the floor committee which includes G. Edward Davis, William Mairovitz, Perry B. Fredericks, and James Kean.

Helen A. Douty, secretary of the Students' Council, is chairman of the social committee and will be assisted by Betty J. Cowherd, Gladys Von Lorenz, and Marie A. Turnquist. Entertainment and decorations are in charge of Armin Buetow, chairman, assisted by Vaughn McCarthy, Virginia M. Thomas, Eleanor B. Augur, and Clifford E. Tillander.

Mrs. Bertha C. Allen is chairman in charge of the card room and will be assisted by Julie Neville, Kathryn B. Johnson, and Betty Lericheux. Edmund A. Nightingale, chairman of the publicity committee, is assisted by Frank G. Sullivan, John C. O'Donnell, and Irving H. Johnson.

The Mid-Year Party, which will be open to the late afternoon and evening students, faculty members, and friends, will be attended by about 700 persons.

Course for Embalmers Starts January 5

The Course in Embalming and Funeral Directing is to start on the fifth of January. This course, covering six months of instruction in all, is divided into two terms: the first from January 5 to March 28, and the second from March 30 to June 20, and consists of academic instruction and practical embalming.

This course has been offered for the past fifteen years at the University and has grown into the complete instruction which is now offered. The student who enrolls in the course has the advantage of taking his work at a state university, with high standards relative to faculty, equipment and other facilities. It has been graded as Class AA by the Conference of Embalmers Examining Boards of the United States.

Detailed information may be secured at the General Extension Office.

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

UNIVERSITY OF MINNESOTA—GENERAL EXTENSION DIVISION

Second Semester, 1930-31—Beginning Week of February 2—Closing Week of May 25

GENERAL INFORMATION

REGISTRATION REGULATIONS

1. Registration may be either by mail or by personal appearance at one of the offices of the General Extension Division.

2. Those desiring to register by mail should make application (by mail, telephone, or in person) to the main office of the General Extension Division for registration blanks, program of classes, and a Bulletin of Extension courses if desired. These will be promptly supplied so that students may not be delayed in making the necessary study of the courses offered and in filling out the registration blank.

3. The registration blank consists of several sections, no one of which should be detached. Fill out completely the sections required as follows:

a. Fill out in detail the Registrar's Coupon, (upper left corner) giving all the information asked for. This is very important and constitutes your formal registration.

b. Fill out the fee statement (upper right corner) giving full name and address, important for identification purposes. See that correct amounts are all entered and that total is correct. Sign on bottom line. For statement of fees see next column.

c. Fill out one set (vertical column) of 3 cards (Class File, Alphabetical File, and Instructor's Card) for each course for which you register. These sets are numbered; use set number 1 for one course, sets number 1 and 2 if you register for two courses, and all three sets if for three courses.

4. Registration blanks, properly filled out, accompanied by the payment for fees, may be mailed to the main office of the General Extension Division, 402 Administration Building, University of Minnesota, Minneapolis. The receipted fee statement, constituting the formal acceptance of the registration, will be returned by mail. Blanks, together with fee payments, will be accepted when delivered in person to any of the offices of the General Extension Division, listed on page 4 of this supplement.

5. Those desiring to register in person will make application to any one of the offices of the General Extension Division, during their office hours, as listed on page 4 of this supplement. Students planning for the first time to register for extension classes are advised to register in person in order that they may be assisted or advised by those in attendance. A member of the Students' Work Committee is in attendance during the office hours at the Main (Campus) office, and the resident managers of the city offices endeavor to be available at their offices for most of the registration period.

6. LATE REGISTRATION.—Students should register before the first meeting of their classes, but they are permitted to register up to and including February 21. For this privilege a late registration fee is charged. For registrations made from Tuesday to Saturday, February 3 to 7, inclusive, the fee is \$1.00; after that week the fee is \$2.00. Students desiring to register later than February 21 must secure the permission of the Students' Work Committee.

N.B.—Registrations sent by mail and postmarked later than midnight, February 2, will be subject to the late registration fee and the completion of such registrations will be held up until the fee is paid.

7. COMPLETION OF REGISTRATION.—A registration is completed when the payment of fees is received. The receipted fee statement mailed to the student is his evidence of completion. The class cards are mailed to the instructor and become his evidence of the complete registration of the student. The failure of the instructor to receive a class card is usually an indication that the registration for the course is not correct. Make sure your registration is complete. No credit for a course will be granted unless registration is complete. To adjust any irregularities in registration, consult the Students' Work Committee.

COLLEGE ABILITY AND READING TESTS

The College Ability test and the Reading test required of all students registered for credit for the second semester will be administered as follows:

PLACE: Auditorium of New Physics Building, University Campus.

DATES: February 23, 24, 25, 26, 27.

TIME: 7:30 p.m.

The administration of the tests requires approximately two hours. Students may select any convenient night when they are free from regular classes.

Do not neglect this. Credit will be withheld until the requirement is met.

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.

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 a maximum of twelve credit hours may be granted under exceptional circumstances.

ATTENDANCE.—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."

FEES

The usual fee for an extension class meeting for two hours one evening a week, 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. Credit and no-credit registrations require the same fee.

The tuition fee does not include the cost of texts or materials. Material or laboratory fees, charged in some courses, are stated in the program of classes.

Fees are payable at the time of registration, and registration is not complete until fees are paid.

Checks should be for the exact amount due, and made payable to the University of Minnesota. Cash should be sent only by registered mail.

CHANGE OF REGISTRATION

Students who desire to change registration to a different class may do so by making application to the main office of the General Extension Division. After the third week of the semester, such a change requires the approval of the instructor of the class to which transfer is made. If a change is made after the eighth week of the semester, no credit can be allowed for either course involved. Failure to observe the regulations so that a proper record of the transfer may be made may result in loss of credit.

CANCELLATION OF REGISTRATION

Students who stop attending class without having their registration officially cancelled will receive a failure in the course.

A registration may be officially cancelled by making application to the main office of the General Extension Division. The approval of the Students' Work Committee will be given unless the circumstances are such as to make this undesirable.

REFUNDS

Students who cancel their registration before the ninth week 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 any office of the General Extension Division at the time of cancellation. The amount of refund is based on the date of the application, and not on the number of times the student has attended classes. No refund is made after the eighth week of the semester, nor to a member of a class organized on a minimum registration, or of a special group. Two dollars (\$2) of each fee is non-refundable being withheld to cover expense of registration.

SCIENCE, LITERATURE, AND THE ARTS CLASSES

SUBJECT	TIME	PLACE	INSTRUCTOR	SUBJECT	TIME	PLACE	INSTRUCTOR
Anatomy				Music			
P.E. 22 Kinesiology	W7:30	Campus Anatomy, 304	Erdmann	2 Harmony II	T6:20	Campus Music, 103	Malcolm
5 Human Anatomy (\$15.00, 4 credits)	M,T7:30	Campus Anatomy, 304	Erdmann	4 Counterpoint	W8:05	Campus Music, 102	Ferguson
Animal Biology (See under Nature Study and Zoology)				50ex Historical Appreciation of Music, B	W6:20	Campus Music, 102	Ferguson
Architecture (See under Engineering Classes)				64ex Orchestra Conducting	M8:05	Campus Music Library	Pepinsky
Art (See under Fine Arts and also Education Classes and Engineering Classes)				91ex Ensemble	M6:20	Campus Music Library	Pepinsky
Bacteriology				Nature Study			
1ex General Bacteriology (4 credits)	W,F7:30	Campus Millard Hall, 214	Gunderson	21ex Methods and Sources of Nature Study	T4:15	Mpls. West High Sch., 101	Hall
\$15.00 fee plus \$2.00 laboratory fee, payable at time of registration.				22ex Field Course in Nature Study	Sat. 9:00 a.m.	Campus Zoology, 201	Tillisch
2ex Industrial Bacteriology (4 credits)	T,Th7:30	Campus Millard Hall, 214	Gunderson	Orientation			
\$15.00 fee plus \$2.00 laboratory fee, payable at time of registration.				1 Orientation I	W8:05	Campus Main Eng., 104	Kuypers
Biology (See under Zoology)				1 Orientation I	W8:05	St. P. Court House, 306	Hursley
Business Law (See under Business Classes)				2 Orientation II	W6:20	Campus Main Eng., 104	Kuypers
Chemistry (See under Engineering Classes)				2 Orientation II	W6:20	St. P. Court House, 306	Hursley
Child Welfare				Orientation I is not prerequisite to Orientation II.			
C.W.I. 50 Home Educational Methods for Young Children	M4:15	St. P. Y.W.C.A.	McGinnis	Parliamentary Law (See under Business Classes)			
C.W.I. 50 Home Educational Methods for Young Children	M4:15	Campus Old Law Bldg., 202	Faegre	Philosophy			
Economics and Commerce (See under Business Classes)				102 Philosophy of Religion	T8:05	Campus Folwell, 322	Conger
English (See also under Speech)				110 Contemporary Ethics	M8:05	Campus Folwell, 322	Wilde
4 Composition IV	M6:20	Campus Folwell, 204	Kerr	Physics (See under Engineering Classes)			
4 Composition IV	T8:05	St. P. Court House, 311	Kerr	Political Science			
4 Composition IV	W6:20	Campus Folwell, 226	Power	25 World Politics, II	M8:05	Campus Old Library, 209	Young
4 Composition V	M6:20	Campus Folwell, 226	Power	25 World Politics, II	Th5:00	Mpls. Penn School	Young
5 Composition V	M8:05	Campus Folwell, 226	Power	Preventive Medicine and Public Health (See also under Medicine)			
5 Composition V	M8:05	Campus Folwell, 207	Jones	57 Health of Infants and Pre-School Children	W6:20	Camp. Millard Hall, 129	Boynton
5 Composition V	T6:20	St. P. Court House, 313	Guthrie	73ex Special Problems in Schools of Nursing	T8:05	Campus Millard Hall, 129	Petry
5 Composition V	W8:05	St. P. Court House, 313	Briggs	80 Health Supervision of Sch. Child.	M6:20	Campus Millard Hall, 129	Diehl
5 Composition V	W6:20	Campus Folwell, 204	Grandy	Psychology			
5 Composition V	M6:20	Campus Folwell, 205	Deinard	1 General Psychology I	T6:20	St. P. Court H., 206	Williamson
6 Composition VI	Th8:05	St. P. Court House, 311	Jones	1,2 General Psychology I, II	M,Th6:20	Campus Folwell, 110	White
6 Composition VI	T8:05	St. P. Court House, 211	Christie	2 General Psychology II	M8:05	Campus Folwell, 110	White
12 Narration	T8:05	St. P. Court House, 211	Hessie	2 General Psychology II	T6:20	St. P. Public Lib. Aud.	White
22 Introduction to Literature (5 credits, \$15.00)	M,Th6:20	Campus Main Eng., 136	Kerr-Jones	2 General Psychology II	W6:20	Campus Folwell, 110	White
22 Introduction to Literature (5 credits, \$15.00)	T,Th6:20	St. P. Court House, 311	Powell	2 General Psychology II	W8:05	Cam. Psychology, 115	Williamson
41 Bible as Literature II	M7:00	St. P. Pub. Lib. Aud.	Powell	3 Psychology Applied to Daily Life	Th8:05	Campus Folwell, 110	White
41 Bible as Literature II	T7:15	West High School, 238	Powell	3 Psychology Applied to Daily Life	Th8:05	St. P. Court H., 206	Williamson
56 Shakespeare II	W8:05	Campus Folwell, 294	Nichols	5 Psychology Applied to Daily Life	W7:30	Cam. Psychology, 115	Williamson
68 Imitative Writing	M6:20	Campus Folwell, 205	Atkins	5 Psychology Applied to Daily Life	W7:30	Campus Psychology, 211	Drake
70 Short Story Writing II	M8:05	Campus Folwell, 205	del Plaine	* General Psychology I extends over eight weeks, immediately followed by General Psychology II for the remaining eight weeks of the semester. Fee, \$10.00 per course, \$20.00 in all.			
120 Advanced Short Story Writing II	M8:05	Campus Folwell, 307	Phelan	* Laboratory fee \$1.00, payable at time of registration.			
151 Recent Poetry	M4:15	St. P. Public Library, 6	Powell	Note: For Educational Psychology see this heading under Education Classes.			
151 Recent Poetry	T4:30	West High School, 238	Powell	Public Speaking (See under Speech)			
156 American Drama	T6:20	St. P. Public Library, 5	Nichols	Romance Languages			
French (See under Romance Languages)				French			
Fine Arts				2 Beginning French II	W8:05	Campus Folwell, 124	Cleifton
1 History of Ancient Art	Th6:20	Camp. Old Physics Aud.	Upjohn	2 Beginning French II	T7:00	St. P. Marshall Jr. High	Owens
2 History of Architecture and Sculpture	Th8:05	Camp. Old Physics Aud.	Upjohn	4 Intermediate French II	T8:05	Campus Folwell, 227	Guinotte
Geography				4 Intermediate French II	M7:00	St. P. Marshall Jr. High	Borglum
51B Human Geography II	T7:00	St. P. Court House, 9	Davis	5 French Reading for Graduate Students (no credit)	T6:20	Campus Folwell, 206	Frelin
51B Human Geography II	W7:30	Campus Old Library, 103	Davis	20 Elementary French Conversation and Composition II	M8:05	Campus Folwell, 204	Boyer
101 Geography of Europe	Th6:20	Campus Old Library, 103	Dicken	20 Elementary French Conversation and Composition II	M7:00	St. P. Marshall Jr. High	Borglum
Geology				64 Advanced French Conversation and Composition II	M6:20	Campus Folwell, 227	Guinotte
8 Introductory Geology	Th8:05	Campus Pillsbury Hall, 210	Thiel	Spanish			
German				2 Beginning Spanish II	T7:00	St. P. Marshall Jr. High	LeFort
1b Beginning German Ib	M6:20	Campus Folwell, 207	Davies	2 Beginning Spanish II	M7:30	Mpls. West High, 238	Olmsted
1b Beginning German Ib	M7:00	St. P. Marsh. H. S. Prottinger	ger	4 Intermediate Spanish II	M6:20	Campus Folwell, 201	Arjona
2b Beginning German Iib	T6:20	Campus Folwell, 207	Wangness	30 Commercial Spanish	W6:20	Campus Folwell, 201	Brackney
10ex Rapid Reading II	W6:20	Campus Folwell, 207	Gerstung	Scandinavian			
14ex Elementary Conversation II	Th6:20	Campus Folwell, 207	Davies	7b Beginning Swedish II	T8:05	Campus Folwell, 206	Stomberg
17ex German for Graduate Students (No credit)	M7:30	Campus Folwell, 212	Lussky	Sociology			
Greek (In English)				1 Introduction to Sociology	W6:20	St. P. Pub. Lib. Aud.	Finney
45 Greek Mythology	W7:00	St. P. Public Library, 5	Savage	1 Introduction to Sociology	M6:20	Campus Folwell, 3	Finney
45 Greek Mythology	Th7:00	Mpls. Public Library	Savage	14 Rural Sociology	Th8:05	Campus Folwell, 3	Lundquist
History				93 Social Heritage	M8:05	Campus Folwell, 3	Finney
1 Modern World I	T6:20	St. P. Court House, 211	Mudgett	102 Social Control	W6:20	Campus Folwell, 3	Lundquist
2 Modern World II	M6:20	Campus Folwell, 209	Mudgett	110 Rural Community Organization	Th6:20	Campus Folwell, 3	Lundquist
8 United States, 1840-77	M6:20	Campus Folwell, 206	Tyler	119 The Family	M6:20	Mpls. Public Library	Lundquist
80-81 Introduction to Economic History	Th6:20	Campus Folwell, 205	Mudgett	120 Social Progress	W8:05	Campus Folwell, 3	Lundquist
109 Europe since 1914	W7:00	Mpls. Voca. H. S., 311	Kane	Spanish (See under Romance Languages)			
109 Europe since 1914	F7:00	St. P. Public Library, 5	Kane	Speech			
122ex American Political Leaders	M6:20	St. P. Court House, 313	Kane	41 Fundamentals of Speech I	M6:20	St. P. Court House, 206	Knower
Journalism				41 Fundamentals of Speech I	Th8:05	St. P. Court House, 211	Holmes
69 Newspaper and Magazine Articles	W8:05	Campus Sch. of Bus., 6	Steward	41 Fundamentals of Speech I	T6:20	Campus Folwell, 308	Gilkinson
111 Foreign News Service	W8:05	St. P. Court House, 311	Desmond	42 Fundamentals of Speech II	Th6:20	St. P. Court House, 211	Holmes
Mathematics				42 Fundamentals of Speech II	M6:20	Campus Folwell, 306	Gilkinson
*6 Trigonometry II	M6:30	Campus Main Eng., 106	Edwards	42 Fundamentals of Speech II	Th6:20	Mpls. Public Library	Gislason
*6 Trigonometry II	M8:00	Campus Main Eng., 106	Edwards	42 Fundamentals of Speech II	M6:20	Campus Folwell, 308	Rarig
*6 Trigonometry II	W7:30	St. P. Pioneer Bldg., 920	Dow	42-43 Fundamentals of Speech II-III	M8:05	St. P. Court House, 206	Knower
7 College Algebra II	T7:30	St. P. Mech. Arts H. S., 44	Dow	52 Advanced Public Speaking II	Th7:00	St. P. Public Lib. Aud.	Rarig
7 College Algebra II	T7:30	Campus Main Eng., 104	Brooke	72 Elements of Play Production II	M6:20	Campus Music, 19	Staat
30 Analytic Geometry II	T7:30	Campus Main Eng., 136	Wilcox	82 Interpretative Reading	M6:20	Campus Music, 3	Hurd
30 Analytic Geometry II	Th4:00	St. P. Y.W.C.A.	Edwards	91 Play Writing	M8:05	Campus Music, 19	Staat
*50 Differential Calculus II	Th7:30	Campus Main Eng., 107	Siler	Swimming (for women)			
*51 Integral Calculus II	W7:30	Campus Main Eng., 107	Teeter	13ex Swimming (\$5.00, no credit)	M7:00	Camp. Women's Gym. Timberman	Timberman
106 Differential Equations II	W7:30	Campus Main Eng., 106	Edwards	13ex Swimming (\$5.00, no credit)	M8:00	Camp. Women's Gym. Timberman	Timberman
Mathematics for Teachers (course to be selected)	W4:00	St. P. Y.W.C.A.	Edwards	13ex Swimming (\$5.00, no credit)	W7:00	Campus Women's Gym.	Starr
* Material fee \$1.00, payable at time of registration.				13ex Swimming (\$5.00, no credit)	F6:30	University Farm Gym.	Kaercher
Note: The numbers of the courses above listed are those used in the bulletin of the College of Science, Literature, and the Arts.				13ex Swimming (\$5.00, no credit)	F7:30	University Farm Gym.	Kaercher
Medicine (See also under Preventive Medicine and Public Health)				Tennis			
2ex Plate Reading (\$30.00, no credit)	T6:00	University Hospital (X-Ray Dept.)	Rigler	12ex Tennis for Women (no credit)	M6:20	Campus Field House	Brain
61 Mental Hygiene	T5:00	Campus Millard Hall, 214	deBerry	12ex Tennis for Men (no credit)	M8:05	Campus Field House	Brain
				12ex Tennis for Women (no credit)	F6:20	Campus Field House	Brain
				12ex Tennis for Men (no credit)	F8:05	Campus Field House	Brain
				Zoology (See also under Nature Study)			
				2 General Zoology II (5 credits)	M,F6:30	Campus Zoology, 211	Wodsedalek
				(\$15.00 fee plus \$2.00 laboratory fee, payable at time of registration.)			
				† No credit toward university degree.			

BUSINESS CLASSES

SUBJECT	TIME	PLACE	INSTRUCTOR
Accounting			
†10ex Elem. of Acct. (no credit)....	M6:20	Campus Sch. of Bus., 303	Houston
*†10Lex Elem. of Acct. Lab. (\$5)....	M8:05	Campus Sch. of Bus., 302	Houston
25-26 Prin. of Acct. A&B (\$20)....	M, F8:05	Campus Sch. of Bus., 303	Alm
**25L-26L Prin. of Acct. Lab. A&B (\$10)....	M, F6:20	Campus Sch. of Bus., 302	Cooley
25-26 Prin. of Acct. A&B (\$20)....	T, F6:20	St. P. Court House, 318	Blandin
**25L-26L Prin. of Acct. Lab. A&B (\$10)....	T, F8:05	St. P. Court House, 318	Blandin
26 Prin. of Acct. B.	M6:20	Campus Sch. of Bus., 301	Reighard
*26L Prin. of Acct. Lab. B (\$5)....	M8:05	Campus Sch. of Bus., 301	Lund
26 Prin. of Acct. B.	T6:20	Campus Sch. of Bus., 301	Smith
*26L Prin. of Acct. Lab. B (\$5)....	T8:05	Campus Sch. of Bus., 301	Smith
26 Prin. of Acct. B.	Th6:20	Campus Sch. of Bus., 301	Smith
*26L Prin. of Acct. Lab. B (\$5)....	Th8:05	Campus Sch. of Bus., 301	Smith
26 Prin. of Acct. B.	T6:20	St. P. Court House, 306	LeBoribus
*26L Prin. of Acct. Lab. B (\$5)....	T8:05	St. P. Court House, 306	LeBoribus
26 Prin. of Acct. B.	Th6:20	St. P. Court House, 306	Blandin
*26L Prin. of Acct. Lab. B (\$5)....	Th8:05	St. P. Court House, 306	Blandin
26 Prin. of Acct. B.	F6:20	St. P. Court House, 306	LeBoribus
*26L Prin. of Acct. Lab. B (\$5)....	F8:05	St. P. Court House, 306	LeBoribus
132 Cost Accounting B.	M6:20	St. P. Court House, 320	Tuttle
132a Cost Accounting B.	T6:20	Campus Sch. of Bus., 202	Tuttle
133a Cost Accounting D.	Th8:05	Campus Sch. of Bus., 202	Tuttle
133cex Standard Costs	W6:20	Campus Sch. of Bus., 302	Ostlund
134 Income Tax Problems	M8:05	St. P. Court House, 311	Connolly
134 Income Tax Problems	W8:05	Campus Sch. of Bus., 109	Connolly
136 Auditing B.	Th6:20	Campus Sch. of Bus., 302	Reighard
136 Auditing B.	Th6:20	St. P. Court House, 320	Rotzel
*138 Acct. Prac. & Proc. B.	T6:20	Campus Sch. of Bus., 303	Houston
*138 Acct. Prac. & Proc. B.	T8:05	Campus Sch. of Bus., 303	Houston
*138 Acct. Prac. & Proc. B.	M6:20	St. P. Court House, 306	LeBoribus
*138 Acct. Prac. & Proc. B.	M6:20	St. P. Court House, 311	Blandin
139 Interpretation of Financial Statements	W8:05	St. P. Court House, 320	Heilman
181a Accounting Topics B.	Th8:05	St. P. Court House, 320	Rotzel
181a Accounting Topics (C.P.A. Review) (This course begins Mar. 14 and will continue for nine weeks.)	S1:30-5:00	Campus Sch. of Bus., 302	
181a Accounting Topics B.	T8:05	Campus Sch. of Bus., 302	Rotzel
Advertising and Salesmanship			
†68ex Salesmanship	T8:05	Campus Main Eng., 217	Gooris
†68ex Salesmanship	W6:20	St. P. Court House, 313	Gooris
†87ex Retail Advertising	T6:20	Campus Main Eng., 217	Harrington
†87ex Retail Advertising	W6:20	St. P. Court House, 320	Harrington
88a Elementary Advertising	Th6:20	Campus Sch. of Bus., 6	Faragher
88a Elementary Advertising	W6:20	St. P. Court House, 311	Faragher
†88b Adv. Advertising & Typography	W8:05	Campus Sch. of Bus., 303	Vaile
Banking and Finance			
Ec3 Mechanism of Exchange (Money and Banking Finance A)....	Th8:05	St. P. Court House, 206	Lunden
Ec3 Mechanism of Exchange (Money and Banking Finance A)....	F8:05	Campus Sch. of Bus., 202	Kozelka
†146b Investment Problems (Fin. D)....	Th6:20	St. P. Court House, 206	Finger
†146b Investment Problems (Fin. D)....	W8:05	Campus Sch. of Bus., 209	Fraire
148 Security Market	M6:20	Campus Sch. of Bus., 202	Uppren
149 Business Cycles	W5:00	Campus Sch. of Bus., 202	Marget
155 Corporation Finance (Fin. B)....	M6:20	Campus Sch. of Bus., 209	Stehman
155 Corporation Finance (Fin. B)....	Th6:20	St. P. Court House, 318	Fraire
Business Administration			
86 Office Organization and Management	T8:05	Campus Sch. of Bus., 213	Donaldson
†109bex Business Policy (Budgetary Control)	T8:05	Campus Sch. of Bus., 202	Cooley
167 Personnel Management	W6:20	Campus Sch. of Bus., 109	Stead
Business English			
†1ex Business English	M6:20	Campus Main Eng., 215	Edmunds
†1ex Business English	W8:05	St. P. Court House, 318	Haga
†2ex Business Correspondence	M6:20	Campus Main Eng., 203	Mallam
†2ex Business Correspondence	W6:20	St. P. Court House, 318	Haga
Business Law			
*51 Bus. Law A (Contracts & Agency)	M6:20	St. P. Court House, 211	Jackman
*51 Bus. Law A (Contracts & Agency)	T8:05	Campus Sch. of Bus. 102	Jackman
*51 Bus. Law A (Contracts & Agency)	W6:20	Campus Sch. of Bus. 102	Jackman
*52 Bus. Law B (Sales & Negotiable Instruments)	M6:20	St. P. Court House, 318	Chapin
*52 Bus. Law B (Sales & Negotiable Instruments)	M8:05	St. P. Court House, 211	Jackman
*52 Bus. Law B (Sales & Negotiable Instruments)	T6:20	Campus Sch. of Bus., 102	Jackman
*52 Bus. Law B (Sales & Negotiable Instruments)	W6:20	Campus Sch. of Bus., 209	Kitts
*53 Bus. Law C (Partnership & Corporations)	T8:05	Campus Sch. of Bus., 209	Palmer
*54 Bus. Law D (Property & Wills)....	M8:05	St. P. Court House, 318	Rumble
*54 Bus. Law D (Property & Wills)....	Th6:20	Mpls. Court House, 324	Bardwell
Traffic Law (See under Traffic)			
Economic History (See under Science, Literature, and the Arts Classes)			
Economics and Commerce			
Ec6 Principles of Economics I....	Th6:20	Campus Sch. of Bus., 102	Graves
Ec6 Principles of Economics I....	W8:05	St. P. Court House, 206	Myers
Ec7 Principles of Economics II....	Th8:05	Campus Sch. of Bus., 102	Graves
Ec7 Principles of Economics II....	W6:20	St. P. Court House, 206	Myers
Ec14 Elements of Statistics	Th6:20	Campus Sch. of Bus., 202	Kozelka
Ec14 Elements of Statistics	W6:20	St. P. Court House, 211	Kozelka
69 Economics of Retailing	Th6:20	Campus Sch. of Bus., 209	Vaile
102 Advanced General Economics	F6:20	Campus Sch. of Bus., 209	Heskin
165 Public Utilities	M6:20	Campus Sch. of Bus., 109	Schmidt
Ag8 Rural Economics	Th8:05	Campus Folwell, 207	Gary
Ag8 Rural Economics	F6:20	St. P. Court House, 206	Gary

SUBJECT	TIME	PLACE	INSTRUCTOR
Geography (See under Science, Literature, and the Arts Classes)			
Insurance			
†60a Fire & Marine Insurance....	M6:20	Campus Sch. of Bus., 6	Law
†60b Advanced Fidelity & Surety Bonding	M6:20	Campus Sch. of Bus., 102	Adams
†61a Property and Casualty Insurance	T6:20	Campus Sch. of Bus., 209	Ware
Parliamentary Law			
†7ex Parliamentary Law	T8:05	Campus New Law, 6	Hawley
Retailing and Merchandising (See also under Advertising)			
69 Economics of Retailing	Th6:20	Campus Sch. of Bus., 209	Vaile
Secretarial Training			
Ec32 Typewriting A (Three 50 min. periods per week)	M, W, F6:20	Campus Sch. of Bus., 2	Donaldson
(Class fee \$10 and \$2 lab. fee)			
†Ec37 Shorthand A (Two 50 min. periods per week)	M, W7:10	Campus Sch. of Bus., 2	Donaldson
Note: Admission to courses in Shorthand and Typewriting is open only to students regularly enrolled in the University or to those who are enrolled in other credit courses offered by the Extension Division.			
43 Filing and Indexing....	T6:20	Campus Sch. of Bus., 2	Donaldson
86 Office Organization and Management	T8:05	Campus Sch. of Bus., 2	Donaldson
Traffic, Transportation and Public Utilities			
72 Transportation Services (Traffic II)	F6:20	Campus Sch. of Bus., 6	Kuempel
†73b Transportation Charges (Traffic IV)	W6:20	Campus Sch. of Bus., 6	Crellin
†74b Traffic Law II (Traffic VI)....	W6:20	Campus Sch. of Bus., 301	Butterbaugh
165 Public Utilities	M6:20	Campus Sch. of Bus., 109	Schmidt

EDUCATION CLASSES

SUBJECT	TIME	PLACE	INSTRUCTOR
Art			
ArtEd.2 Fundamental Principles of Design II (Interior Decorating)	T7:30	Campus Old Physics, 207	Lewis
ArtEd.21 Principles of Harmony II..	T5:00	Campus Old Physics, 207	Lewis
ArtEd.37-38 Basketry and Elementary Weaving and Allied Crafts....	W6:20	Campus Old Physics, 10	Ross
ArtEd.41-42 Pottery (4 credits) (Elementary and Adv. combined)....	S1:30	Campus Old Physics, 10	Ross
ArtEd.41-42 Pottery (4 credits) (Elementary and Adv. combined)....	Th7:00	St. P. Central High Sch., 4	Ross
Education—Administration			
*Ed.Ad.119 Elem. School Curriculum	W6:20	Mpls. Emerson Sch.	Sorenson
Ed.Ad.150 Supervision and Improvement of Instruction....	Th8:05	St. P. Court House, 313	Sorenson
Ed.Ad.150 Supervision and Improvement of Instruction....	W8:05	Mpls. Emerson Sch.	Sorenson
Education—History of			
H.Ed.103 History of Modern Elementary Education	T7:00	Mpls. Emerson Sch.	Alexander
Educational Psychology			
55 Elem. Educational Psychology....	Th6:20	Mpls. Emerson Sch. VanWagenen	
60 Introduction to Statistical Methods	Th6:20	St. P. Court House, 313	Sorenson
60 Introduction to Statistical Methods	W4:15	Mpls. Vocational High Sch.	Sorenson
111 Educational Measurements in the Elementary Schools	Th8:05	Mpls. Emerson Sch. VanWagenen	
Educational Sociology			
H.Ed.3 Educational Sociology	W4:15	St. P. Y.W.C.A.	Finney
Theory and Practice of Teaching			
Ed.T.14 Teaching Junior High School Mathematics	W6:20	Campus Old Library, 111	Stokes
Ed.T.14 Teaching Junior High School Mathematics	F7:00	St. P. Public Library, 6	Stokes
Ed.T.181 Technique of Elem. School Instruction	T7:00	St. P. Marshall Jr. High	Peik
Note: Those interested in securing a degree from the College of Education should consult the Students' Work Committee or the College of Education bulletin early in their course to assure themselves that the work which they are taking carries credit in the specific Education curriculum in which they are engaged.			
Other courses that carry credit in the College of Education will be found among the Science, Literature, and the Arts classes, under the following heads: Art; Child Welfare; Economics; English; Geography; German; Greek (in English); History; Journalism; Mathematics; Music; Philosophy; Psychology; Romance Languages; Scandinavian; Sociology; Speech; Zoology.			

ENGINEERING CLASSES

SUBJECT	TIME	PLACE	INSTRUCTOR
N.B.—An extension course in Engineering carries credit toward a degree in the College of Engineering and Architecture only when the student has successfully passed a comprehensive examination, given by that College, in the work of the course.			
Aeronautical Engineering			
4ex Aerial Navigation I	W7:30	Campus Exp. Eng., 110	Luethi
5ex Elementary Aeronautics I....	F7:30	Campus Exp. Eng., 110	Boehnlein
6ex Aircraft Engines II	Th7:30	Campus Exp. Eng., 110	Robertson
8ex Airplane Construction I....	M7:30	Campus Exp. Eng., 110	Gage
8ex Airplane Construction II....	Th7:30	Campus Exp. Eng., 209	Ackerman
Note: Airplane Construction I is a prerequisite for Airplane Construction II. Aircraft Engines II is a continuation of Aircraft Engines I but students may register for Aircraft Engines II and follow with Aircraft Engines I later.			
Architecture			
31-32-33 Elem. of Architecture M, Th, 7:30-10:30		Campus Main Eng., 309	Deneen
34-35-36ex Arch. Design, Grade I....	M, W, Th, 7:30-10:30	Campus Main Eng., 225	Havens
37a-37bex Arch. Design, Grade II....	M, W, Th, F, 7:30-10:30	Campus Main Eng., 225	Havens
38a-38bex Arch. Design, Grade II....	M, W, Th, F, 7:30-10:30	Campus Main Eng., 225	Havens
N.B.: Regular criticism will be given on Monday and Thursday evenings, but students are expected to work in the laboratory on the other evenings designated.			
* Material fee \$1.00, payable at time of registration.			
† No credit toward university degree.			

Engineering Classes—Continued

SUBJECT	TIME	PLACE	INSTRUCTOR
Art (See also under Fine Arts and Art Education)			
11ex-2ex Commercial Drawing I, II...	M7:30	Campus Main Eng., 401	Doseff
24-25-26 Freehand Drawing I, II....	T7:30	Campus Main Eng., 401	Doseff
27-28-29-30ex Freehand Drawing III, IV, V, VI.....	W7:30	Campus Main Eng., 401	Burton
27-28-29-30ex Freehand Drawing III, IV, V, VI.....	Th7:30	Campus Main Eng., 401	Burton
(An additional fee of \$1.00 for model is required in Courses III, IV, V and VI, payable to the instructor. Each of the above Art classes carries 1½ credits.)			
Chemistry			
12ex { General Inorganic Chem. and Qual. Anal. (5 cred.) (\$17)....	T, Th7:30	Campus Chem., 315T	Geiger
2ex { Quantitative Analysis (\$17) (Volumetric) (5 cred.)....	T, Th7:30	Campus Chem., 310T	
7ex { Quantitative Analysis (\$17) (Pre-Medical) (5 cred.)....	T, Th7:30	Campus Chem., 315Th	Geiger
12 Organic Chemistry (\$25) (4 cred.)	T, Th7:30	Campus Chem., 325T	Geiger
106ex Petroleum and Petroleum Products (4 cred.) (\$15).....	T7:30	Campus Chem., 390Th	Lauer
106ex Petroleum and Petroleum Products (4 cred.) (\$15).....	T7:30	Campus Exp. Eng., 215	Peterson
Note: Above classes marked † require a deposit of \$5.00, payable at Chemistry Department, of which \$2.00 is a laboratory fee and the remainder is for breakage. The unused portion is to be returned.			
Civil Engineering			
2. Curves and Earthwork.....	T7:30	Campus Main Eng., 215	Cutler
32 Structural Design II.....	T7:30	Campus Main Eng., 201	Darrell
52 Highways and Pavements II.....	W7:30	Campus Exp. Eng., 215	Lang
129 Hydraulics II.....	M8:05	Campus Main Eng., 107	Teeter
135 Reinforced Concrete Bldg. Design.....	W7:30	Campus Main Eng., 227	Wise
142 Reinforced Concrete II.....	M6:20	Campus Main Eng., 107	Darrell
143 Reinforced Concrete Arch Design.....	Th7:30	Campus Main Eng., 227	Wise
Electrical Engineering			
67ex Radio Communication II.....	Th7:30	Campus Elec. Eng., 339	Swanson
81ex Electrical Instruments.....	Th7:30	Campus Elec. Eng., 107	Todd
113 Direct Current Machinery II (Elementary Electricity).....	W7:30	Campus Elec. Eng., 138	Hartig
114 Direct Current Laboratory II (Experimental Electricity).....	T7:30	Campus Elec. Eng., 107	Todd
*123 Alternating Currents II.....	T7:30	Campus Elec. Eng., 237	Johnson
124 Alternating Currents Lab. II.....	Th7:30	Campus Elec. Eng., 107	Kuhlman
161-2-3 Radio Communication III, IV.....	W7:30	Campus Elec. Eng., 339	Swanson
183 Adv. Alternating Currents Lab. IV.....	W7:30	Campus Elec. Eng., 107	Kuhlman
221 Adv. Alternating Currents IV.....	F7:30	Campus Elec. Eng., 237	Johnson
* Material fee \$1.00, payable at time of registration.			
† No credit toward university degree.			

CREDITS

KINDS OF CREDITS.—A large proportion of all extension courses carry credit towards a University degree. This credit will be applied whenever a student becomes properly registered in one of the colleges of the University and has met all the prerequisites for the courses involved. Students may accumulate credits toward a degree in advance of registration in a particular college, but are advised to secure the acceptance of their credentials for admission as early as possible.

In response to particular demands, the General Extension Division offers some courses that are outside the field of regular University instruction. Such courses do not carry credit toward a University degree. They do, however, carry credit toward the General Extension Division certificates with the exception of the Junior College certificate. (Since a Junior College course is part of the work for a degree, it necessarily may include only courses carrying credit toward a degree.) These non-credit courses are indicated by a dagger (†) in the program of courses.

PREREQUISITES FOR CREDIT.—Advanced courses in practically all subjects have as a prerequisite the completion of other elementary or preceding courses. Students registering for credit in one of these advanced classes must be sure that they have the prerequisites.

N.B.—Students may be accepted by an instructor as members of his class even if they do not have the prerequisites but indicate that they can profit by the course. Such students are considered as taking the course for extension credit and will receive credit for the work done. Prerequisites must be taken care of before the work is accepted toward a degree.

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

AMOUNT OF CREDIT.—Courses meeting for two hours once a week for a semester usually carry three credits. Any variation from this standard will be indicated in the program of courses. These are quarter credits, inasmuch as a semester in an extension course involves the same number of class hours as a regular University class meeting three times a week for a quarter.

CREDIT STATUS.—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 may be made not later than the eighth week of the semester by securing the consent of the instructor and applying at the main office of the General Extension Division. Changes from "credit" to "no credit" may be made at any time prior to the beginning of the last week of the semester by notifying the main office of the General Extension Division.

N.B.—Students desiring credit are required to take such college ability or other similar tests as may be given during any semester in which they are registered. Credits will be withheld until this requirement is met. For time and place of these tests for the current semester, see page 1 of this supplement.

SUBJECT	TIME	PLACE	INSTRUCTOR
Engineering Drawing			
1,2 Elem. Mech. Draw. I, II.....	F7:30	St. P. Mech. Arts H. S. 32	Dow
1,2 Elem. Mech. Draw. I, II.....	Th7:30	Campus Main Eng., 201	French
1,2 Elem. Mech. Draw. I, II.....	Th6:00	St. P. Hoist and Derrick	Herrick
16 Structural Drafting II.....	Th7:30	Campus Main Eng., 201	French
25x Machine Design I.....	W7:30	Campus Main Eng., 101	Herrick
26x Machine Design II.....	W7:30	Campus Main Eng., 101	Herrick
31,32ex Adv. Mech. Draw. I, II.....	Th7:30	Campus Main Eng., 201	French
31,32ex Adv. Mech. Draw. I, II.....	Th6:00	St. P. Hoist and Derrick	Herrick
31,32ex Adv. Mech. Draw. I, II.....	F7:30	St. P. Mech. Arts H. S. 32	Dow
181 Construction Cost Estimating....	F7:30	Campus Main Eng., 201	French
† Course 81 requires a \$2.00 material fee, payable at time of registration.			

Mathematics

*7ex Shop Mathematics II.....	T7:30	Campus Main Eng., 106	Edwards
11 College Algebra II.....	T7:30	St. P. Mech. Arts H. S. 44	Dow
11 College Algebra II.....	T7:30	Campus Main Eng., 104	Brooke
*12 Trigonometry II.....	M6:30	Campus Main Eng., 106	Edwards
*12 Trigonometry II.....	M8:00	Campus Main Eng., 106	Edwards
*12 Trigonometry II.....	W7:30	St. P. Pioneer Bldg., 920	Dow
13 Analytic Geometry II.....	T7:30	Campus Main Eng., 136	Wilcox
13 Analytic Geometry II.....	Th4:00	St. P. Y.W.C.A.	Edwards
*24 Differential Calculus II.....	Th7:30	Campus Main Eng., 107	Siler
*25 Integral Calculus II.....	W7:30	Campus Main Eng., 107	Teeter
151 Differential Equations II.....	W7:30	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	Teeter
126 Advanced Applied Mechanics II..	M7:30	Campus Main Eng., 7	Doeringsfeld
129 Hydraulics II.....	M8:05	Campus Main Eng., 107	Teeter

Mechanical Engineering

Met.1ex Metallography and Heat Treatment of Iron and Steel..	M7:30	Campus Sch. of Mines, 306	Dowdell
*43ex Engine Room Practice.....	T7:30	Campus Mech. Eng., 252	Martens
146 Fuels and Their Combustion....	F7:30	Campus Exp. Eng., 110	Shoop
150 Gas and Oil Engines.....	W7:30	Campus Exp. Eng., 110	Robertson
*153ex Heating and Ventilation....	F7:30	Campus Mech. Eng., 252	Martens
166 Refrigeration.....	M7:30	Campus Mech. Eng., 252	Martens

Physics

150ex Practical Physics II.....	W7:30	Campus New Physics, 145	Palmer
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Structural Engineering (See under Civil Engineering)

* Material fee \$1.00, payable at time of registration.
† No credit toward university degree.

WHERE TO REGISTER

MINNEAPOLIS:	402 Administration Building, University of Minnesota, (Campus)	Dinsmore 2760, Richard R. Price, Director of University Extension
MINNEAPOLIS:	(Downtown)	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 26 to February 6 the offices will be open from 8:30 a.m. to 8:30 p.m. including Saturdays. 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 2, 1931.

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.

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

WHERE CLASSES MEET

MINNEAPOLIS:	West High School, Hennepin Avenue and West 28th Street
	Vocational High School, Eleventh Street and Fourth Avenue South
	Public Library, Hennepin Avenue and Tenth Street
	Emerson School, Spruce Place and Fourteenth Street
	Penn School, Thirty-sixth Street and Penn Avenue North
	Hennepin County Court House, Fifth Street and Third Avenue South
	University of Minnesota Campus: Folwell, Chemistry, School of Business, Old Library, Psychology, Library, Women's Gym., Millard Hall, Main Engineering, Music, Electrical Engineering, etc., refer to buildings on the Main University Campus.

ST. PAUL

Court House, Fifth and Wabasha Streets
Public Library, Fourth and Washington Streets
Mechanic Arts High School, Central and Robert Streets
John Marshall Junior High School, Holly and Grotto Streets
Young Women's Christian Association, 123 West Fifth Street
Central High School, Lexington and Marshall Avenues
Pioneer Building, 336 Robert Street
American Hoist & Derrick Co., 63 South Robert Street

HOLIDAYS

No observance of holidays is made during the second semester. Classes meet every night as scheduled.

HERE ARE A FEW COURSES

Courses as they are enumerated in the schedule or bulletin lose the individuality which they must have to satisfy the student who does not know quite what to take. By way of drawing attention to some of the newer courses which are being presented this coming semester we give the following list of courses with a few facts about them.

The School of Business Administration comes to the front with a number of courses being offered by professors well known and proficient in the subjects they are giving.

We might mention, first of all, **BUSINESS CYCLES**, which is to be taught by A. W. Marget, Professor of Economics and Banking. Business Cycles is a study of phases of the history of business, not from the standpoint of periods, but from that of the constantly moving, cyclic aspect.

Then there is the newly offered subject of **ADVANCED ADVERTISING AND TYPOGRAPHY**, which is one of the courses that the business man, whether he be copy writer or head of the firm, would be interested in.

Special attention is called to the courses in **SHORTHAND** and **TYPEWRITING**, the first of which meets twice a week, and the second three times. Students who are proficient in these subjects, but who wish to add to their efficiency in matters of office requirements should consider the course in **FILING** and **INDEXING**, which is also being taught this semester.

The course in **ADVANCED FIDELITY INSURANCE** is one of a more specialized nature but one which we must not pass over in listing new courses.

ACCOUNTING TOPICS, C. P. A. Review, is also being offered.

AMERICAN POLITICAL LEADERS, which is to be taught by E. M. Kane, Assistant Professor of History, is a study of the early leaders in our politics, from the Constitutional period to the Civil War. Some of the founders of our political ideas may be included here, and the person looking for a cultural as well as an educational course may here find what he is seeking.

In the department of English, the chronological study of English Literature, known as **INTRODUCTION TO LITERATURE** will go on, and students may enter any quarter in this subject. Dr. Powell adds the new and interesting course in **RECENT POETRY** to the list of courses under this heading.

Dr. Savage, head of the department of Greek, offers the very interesting and charming course known as **GREEK MYTHOLOGY**, to both the Minneapolis and St. Paul students. Here is another course which is one of the most popular of all with the students on the campus, who register for it no matter what their professional college may be. Absorbing in itself and necessary as a background for the study of all literature, it is to be highly recommended.

Musicians will be pleased to note that Mr. Pepinsky is offering the course in **STRINGED INSTRUMENTS**, which is specialized and should therefore be attractive to many.

To speak of something entirely different, thereby proving the effort of the Extension Division to satisfy as many as possible of the demands made upon it, we note the courses offered in the department of Journalism. Aspiring writers should be interested in the **NEWSPAPER AND MAGAZINE ARTICLES** course, and that entitled **FOREIGN NEWS SERVICE** calls to would-be correspondents.

Six courses in German are to be found on the list this semester. Beside the continuation of beginning classes, you will find that **ELEMENTARY CONVERSATION**, **RAPID READING**, and **GERMAN FOR GRADUATE STUDENTS** are offered. The last named of these does not carry college credit; of course all of the others do.

ORIENTATION, offered for the first time last semester, has proved of such a popular nature that it is again to be found on the list of classes. Both Minneapolis and St. Paul students will find convenient times and places for the taking of the subject.

We asked Mr. Edwards what was being offered in mathematics that was new and different, and he informed us that although the courses did not have new names, the subject was always new. The list looks good to us, and to those who desire something in this department we recommend a consideration of these offerings.

HOME EDUCATIONAL METHODS FOR YOUNG CHILDREN, offered by Miss McGinnis of the Child Welfare department, struck us as being a course which should have a wide appeal. Here is a chance not only to learn something new, but to feel that that something will bear fruit in being transferred to others for their benefit.

So many changes have been made in the map of Europe that we wonder if we could do our geography lessons as well as we used to. Mr. Dicken is offering a course in the **GEOGRAPHY OF EUROPE** which is instructive and interesting.

In these days when everything seems to be turning to psychology for explanation and interpretation a course such as that of **PSYCHOLOGY APPLIED TO DAILY LIFE** has an appeal for all of us. It's college credit, too, you know.

There are so many others that we could not begin to name them here. Look at the schedule, and, if you want fuller descriptions of the courses offered, we suggest that you ask for assistance at the offices of the General Extension Division.

Results of the College Ability Tests given in November will soon be available to students through Mr. Sorenson's office.

"It's Dogged Does It"

(Continued from page one)

yielding to the whims and vagaries of the passing moment. Such a program of courses pursued steadily and without intermission or cessation each semester, carried out doggedly and persistently each year in spite of weariness and discouragement, may not sound romantic or glamorous, but it is guaranteed to get results. The task willed in moments of insight and optimism may be fulfilled through hours of gloom and discouragement. The essential element is the sovereign and regnant will.

Comparison Brings Proof

We are assured by psychology that "rustiness" is a very real detrimental element in learning and in mental efficiency. Two extension classes of teachers having approximately equal mental ability were compared. One was composed of people who had previously been pursuing each semester regular and systematic courses of study. The other class was made up of teachers who were then beginning a course of study after several years during which no such program had been followed. The results at the end of the semester were significantly in favor of the first group. And yet the second group bettered its record as it went on into other succeeding courses. The mind sharpens with use,—but that use, to be fruitful, must be regular, systematic, and above all, continuous. Nature does few things by spurts.

The adult student, then, who is striving to perfect and integrate his powers and to make himself at home in the world of nature and of man, will make a consistent and coherent program and then stick to it. He will adopt the policy of continuity, and in line with that policy will carry courses of study regularly, doggedly, and persistently during every semester and every year. His progress may be slow, but he will not be diverted and he will not be thwarted. Pertinacity and stamina will see him through.

Insurance Courses To Start

Two Insurance Courses will open in February.

Beginning on February 2, 1931, at 6:20 p.m., Room 6, Business Bldg., the course in Fire and Marine Insurance meets for 17 successive weeks on Mondays, ending with an examination on May 25. Instructors and lecturers will be Louis L. Law, State Agent, London Assurance Corporation; C. P. Diepenbrock, Deputy Commissioner of Insurance and Fire Marshall; and others.

The class in Property and Casualty Insurance begins Tuesday, Feb. 3, 1931, at 6:20 p.m., Room 209, Business School Bldg., and meets for 17 successive Tuesdays, ending with an examination on May 26. Instructors and lecturers are M. B. Ryon, J. W. Baker, Insurance Adjuster, Main and Baker Co.; and others.

A BIOGRAPHY

BY AGNES BROMBACH

A Former Student in Composition

The first time I saw Tom Casey I was on my way to school. He was sitting on a ladder-back chair recumbent against his shuttered white house, a sturdy, virile old man. His long white beard reminded me of a biblical patriarch, and represented years of toil and strife to my youthful mind. He smiled, but I was too intent upon the flow of hair to respond, or even notice his friendliness. After that, every day as I passed his domicile I watched for him. And before long we were friends. To recall this friendship brings back many pleasant memories, for during the school year it seemed part of my daily routine to sit on the steps of this quaint old house, listening to reminiscences of days long past. He would ponder over life in general, over matters my mind was too immature to grasp, but since he did not ask for response or complete understanding I was satisfied to listen. He gave me my first lesson in botany. To him flowers talked, and his knowledge of plant life was profound; he would go into detail as to the origin of each species, and impressed upon me the importance of the flora kingdom. Beauty in all forms moved him perceptibly. I was sorry when my family moved away from his neighborhood, for I missed these visits.

Several years later I made a visit to the old neighborhood, and again saw Tom in the same reclining position on the ladder-back chair. He was extremely friendly when we met, and invited me to enter his house. How often I had wished for this privilege during my early visits to this home; I dreamed of exquisite furnishings, of paradise so to speak, because of his keen sense of beauty. And what a disappointment. He wanted me to see his geology collection, which he had gathered on various trips, but it wasn't the collection that interested me; I stepped into the Victorian Era. The ugly dark red paper that adorned the walls must have dated back to 1868; the red plush upholstered furniture, together with the large canopied mirror, which leaned against the wall in the parlor, gave a typical Victorian atmosphere. A hanging kerosene lamp hung in the center of the living room, which was made dark by the closed shutters; the glass tassels around this lamp sparkled, throwing out false ghost-like images. It was too weird for comfort, and I felt ill at ease. But Tom soon dispelled my discomfort with his magnetic personality. I listened to the history of each treasure in the collection, which he had encased in glass, and at the time I was convinced it was the finest in the country. He had a way of saying things that made people believe in him. I might mention here, however, that although he considered the collection invaluable, it proved to be mediocre when the heirs tried to sell it; several schools refused to accept

it gratis. That day I met Bertha, his partially deaf daughter, who lived with him in this quaint home.

Tom Casey was truly Irish. He came to this country in 1853, full of ambition and Irish temper, at an early age. He was a backwoodsman type, with a powerful physique; his native wit and humor made him extremely interesting. From the time he was able to observe things, machinery monopolized his mind. No obstacle was too great for him to overcome if it meant increasing his knowledge of machines. And when he heard of the rapid progress America was making in mechanical devices, he left his native soil to come to America to learn and to work. He was eager to reach the acme of success, and he labored hard.

The Caseys had a few acquaintances in Cincinnati, and that is where he made his first home in America. However, he was not interested in the kind of work this city had to offer, and after several months he moved to Minneapolis. His first position in this city was with Washburn-Crosby Flour Mills. He showed unusual talent, and his assiduous attention to detail was soon noticed by his employer; his mechanical genius was recognized by placing him in charge of the machine room. While at Washburn-Crosby Flour Mills Tom installed the first wheat grinding machine used in Minnesota. This device was made in Hungary, and it was through Tom's eagerness to learn everything in the field of machinery that this machine was discovered. Formerly the company had been grinding wheat on stones; on the lower stone, grooves were made about one inch apart, and the upper stone rotated over this, which action ground the grain, but not satisfactorily; however, it was the best method they knew at that time. The new installation was a great improvement over the old method. He was recognized as authority on machinery by this time. When the Civil War broke out he left Washburn-Crosby and enlisted.

Tom's duties as a soldier during the Civil War were varied until his genius as a mechanic was discovered. Then he was made head mechanic, and he installed machinery in war boats. Again his meticulous attention to detail brought him great success, and, indeed, his last years were lived in memories of this success. He mentioned his life as a soldier many times during the course of a conversation. I recall an anecdote he related to me one day. His mind was on the battlefield; it was twilight, and shadows were lurking in this dark house; the shutters were all closed. He was living over the part he took on that memorable day; he stood and gesticulated with an imaginary sword; then suddenly, as if all life had left him, he stopped talking, and remained in that position. His memory had failed him, and in the realization of this senile weakness he forgot to sit down. These few seconds seemed like hours to me. I could

see that canopied mirror with a movement in it; forms germinated from the corners. I wanted to help him, but I was too frightened to move. Finally Bertha came in with a light; then Tom sat down rubbing his hand over his face, full of apologies because his memory had failed him thus. I left the two together soon after; the place was too weird for me that day.

Tom was a friend of the late Jim Hill. During Hill's early rise to fame, cargo was carried from Winnipeg to this country by use of carts and horses, which required time, and many hardships were encountered. Conditions became so unsatisfactory that Jim Hill planned to build a large boat, which was to sail up the Red River to Winnipeg, Manitoba, and return, carrying the necessary cargo, thereby saving time and money. Jim Hill was interested in Tom, and he placed him in charge of the installation of the machinery in this barge. Here again Tom proved himself master of this kind of work.

Later Tom Casey went back to work for Washburn-Crosby Flour Mills, where he remained until his retirement from business. His brother told me that he retired from the commercial world at an early age, much too early for a man of his type. But after his wife died he seemed to lose his hold on life; then several years later, when his two sons died, he severed all contacts with people, and devoted his time to Bertha. He minimized the value of social contact. During his life he had a few intimate friends, but gradually he lost contact with them. As I became acquainted with these two odd people I realized they were both living in the past, Bertha following her father's thoughts.

After Tom's death Bertha was alone. She had ample funds to live comfortably, but she was not able to cope with the loneliness her father left her in. Today she is in an insane asylum.

*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 U. of M.
Minneapolis, Minn.



The Interpreter

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University of Minnesota

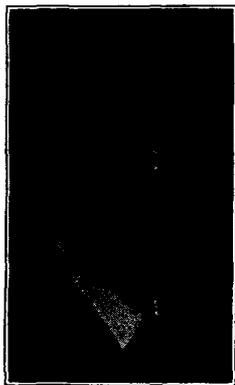
LEARNING THE HABIT OF LEARNING

By A. H. SPEER

Head of the Correspondence Study Department

"In learning habits it is possible to learn the habit of learning. Then betterment becomes a conscious principle of life."

—JOHN DEWEY



A. H. SPEER

WHAT more incontrovertible truth could one state than that all men form habits—some kind of habits.

"Habit second nature?" said the Duke of Wellington, "Habit is ten times nature."

Habits are inevitable. William James' crease in the coat sleeve is

bound to come for everyone. It is just a matter of where and how deep,—where the crease will come and how deep it will be. Habits will form us unless we form them.

Importance of Habits

Habits are expansive—whether good or bad they will grow. The mystic line of circumscription can not be drawn around habit and the individual say "Thus far go, and no farther."

They reach out and they reach in—indeed they bore in. So they become the destructive force of the dynamite imbedded in the rock to blast it to pieces, or they become the binding force or the combining force of the furniture pin to hold the furniture together.

Furthermore, habits are insinuating. They inject themselves into or become a part of every form of activity. They inject themselves into thinking and learning. In learning, it should be one's habit to break habit, to avoid constriction in learning, to learn how, not to form the mind, but to free the mind.

The characteristics of habit-forming in

learning are many and significant. Mental honesty and persistency are paramount in forming good habits of learning. Clearness and cleanness of perception or choice of habit lines are necessary. The refining fires must be kept continuously burning that learning-habits may issue as good gold and not poor pewter, and the doors of this furnace must be always open to new habit tests, to new starts. The keynote of final success is the recognition of the power of persons to make fresh starts.

Keep Young Mentally

Fresh starts suggest the youth-forming of habits. In times of youth—at least in times of mental youth—the grooves are most easily cut. Keep young mentally and mental habits will form young.

Newton D. Baker said, "A great philosopher and friend of mine once defined education as being the prolongation and cultivation of the curiosity of childhood." The plans of adult education demand that the "curiosity of childhood" be preserved, that mental rustiness be avoided, that burdensome educational traditions be spurned and that the cumulative learning of the ages not be allowed to smother immediate self-experience. Let the voyage of self-discovery be always in prospect.

Leadership Thru Learning

Learning-habits may be more varied today—may be of more kinds, may be more intensely exercised; and such habits may "work faster," may be "set up" quicker than in days of long ago. It is likely that, today, choice is greater in habit forming and more hazardous; but also more glorious in success. The habit of learning must be cultivated more persistently, more intensely, more circumspcctly today amid the difficulties and distractions of modern life.

Leadership is not wanting and examples of those who severely pursue the habit of learning to a definite end are everywhere prevalent. Keats, Shelly, Schubert, W. R. Harper and scores of others lived long lives in their meager calendar years. Ad-

vancement is these days attained by continuous and severe effort upon the part of an ever increasing number of habit-learners.

Hundreds of schools in industrial organizations testify to the need of and present tendency of cultivating the learning-habit. Department stores and offices continuously test out and condemn the careless learning-habits of their employees. Schools far and wide, both formal and informal, increase individual skill in habits of learning. The library somewhere and the package library everywhere, offer aid in the habit of learning. All these conditions and advantages should spur the world to action in learning to learn better.

Means of Securing Education Varied

The tutorial class in England, the folk-school in Denmark, as well as distinctive methods of adult education in a dozen countries of the Continent furnish a stimulus toward proper habit-learning. The reformed language methods of China have taught nearly a million a year to read since the change came in the early 1920's.

An advanced industrial age, the fruit of the printing press, the prevalence of good schools of all types, open in the day time or at night, travel, the automobile and many other reasons have placed ten million or better in the adult education column in these United States of America.

And why all this? What aims are to be attained, what goals to be reached? Why so that "Education is a social enterprise of the first magnitude" as L. P. Jacks stamps it. "The personality as the dynamic factor had become central to their thinking" said Miss Helen Mayers, in speaking of a group of learners conducting an experiment in adult education classes under the leadership of the new "School for Social Research." And personality—real uplifting and serviceable personality—as a dynamic factor, we hope, is central to the thinking of the adult education world today.

(Continued on page four)

The Interpreter

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Richard R. Price - - - - - Director

Advisory Committee

T. A. H. Teeter I. W. Jones
H. B. Gislason A. H. Speer

Alta J. Jones - - - - - Editor

FEBRUARY, 1931

Correction to Schedule

The following changes in the second semester schedule should be noted by all students.

English 74, American Literature II, Wednesday 6:20, Campus, Folwell Hall 227, with Mr. McDowell, was omitted from the printed program, but will meet as indicated.

The courses in Preventive Medicine, 61, Mental Hygiene, with Dr. deBerry, and Number 80, Health Supervision of the School Child, with Dr. Diehl, carry credit in the College of Education.

Enrollment for Embalmer's Course Widespread

Of the sixty-five people who registered for the course in embalming which is now being conducted by the General Extension Division on the campus, all were high school graduates and more than one-third of the entire number had had some college work, ranging in length from one or two quarters to four years.

Distribution of the students is wider this year than last, as the following table shows:

*Minnesota	31
Minneapolis	5
St. Paul	4
Iowa	5
North Dakota	5
Wisconsin	5
South Dakota	3
California	2
Arizona	1
Illinois	1
Oklahoma	1
Pennsylvania	1
Canada	1

Total 65

* Exclusive of Twin Cities.

Percentage of Completions Among Correspondence Students

A survey of the number of completions annually made among the registrations respectively available in the several years since July 1, 1920, shows that the average percentage of persistency is 51%.

The percentage of persistency for 1929-30 was 53.5.

The highest percentage of persistency during the ten years under survey is 55.7. This percentage was made in 1926-27.

Official Notice

To all students registering for the first time this semester:

The taking of College Ability and Reading Tests is required from all students, and grades for completed work will be withheld until this requirement has been met.

Students who have not yet taken the test should report to the New Physics Auditorium promptly at 7:30 p.m. on one of the following dates: February 23, 24, 25, 26, and 27.

St. Paul students may take the test on February 24, 26, or 27 at 7:30 p.m. in the auditorium of the Mechanics Arts High School.

Incompletes and Conditions

When the grades for the first semester, 1930-31, are issued, perhaps you will have use for knowing the following regulations:

1. Removal of the grade of "Incomplete": Students who have not taken the final examination, but who have satisfactorily completed not less than three-quarters of the semester's work receive grades of "I." *An incomplete not removed within two semesters of the student's resumption of extension work becomes a failure or condition at the discretion of the instructor.* Get busy and remove questionable grades at once. Don't allow the work to become cold.

2. The same penalties apply to "E," condition grades.

Registration Time Limit

If for any reason you are unable to register by February 2, you will be permitted to enter classes up to and including February 21. For this privilege you will, however, have to pay a late registration fee of \$1.00 from February 3-7, inclusive, and \$2.00 for the rest of the period.

Special permission from the Students' Work Committee must be obtained for any registrations after that date.

Where Are Your Contributions?

At frequent intervals we have asked for student contributions to the INTERPRETER, but we have received very few. Perhaps it would help if we again invited you to write in.

Notices of student activities, dramatic, social, and of a business nature, are always welcome to space in this publication, providing that they are of general interest to the student body.

Student compositions in the way of short stories, essays, poetry, whatever form of expression fancy takes, will be considered for publication.

Just remember that the dead line for copy is the fifteenth of each month preceding the issue date.

Annual Mid-Year Party Held

The Association of students attending classes through Extension sponsored the second of its three annual parties on January 17 at the K. C. Hall in St. Paul. About 700 guests attended the party, and enjoyed it to the full. Vaudeville, cards, and dancing were the principal forms of entertainment, favors were distributed, and refreshments were served throughout the evening.

The party was under the general direction of Edward Ahern, president of the St. Paul section of the Association, assisted by Charles J. Ackerman, general chairman; Rhymer M. Nelson, chairman of entertainment; Lauretta Sitzman, chairman of the social committee; Stanley L. Bates, chairman of refreshments; Clyde Forinash, chairman of ticket sales; Ross V. Thompson, chairman of publicity.

Great Numbers of Lesson Reports

Lesson reports to the tune of 29,922 in number received for the year 1929-30 by the Correspondence Study Department yield an average of 78 per day for the working days of the year.

All lesson reports are received, checked in, sent to instructors, graded, returned, checked out, and mailed to the student. Hundreds of operations therefore occur with the lesson reports each day.

The increase of lesson reports of 1929-30 over 1928-29 is around 3000. This increase occurred among 300 registrations.

The increase is due not only to the increase in registrations, but also to the persistency of completions. Completions for the year 1929-30 were 1105 against the completions of 1928-29, 952.

In addition to the total number of lesson papers received, as mentioned above, there were added 3000 lesson papers from the Child Welfare courses concerned with the Child Welfare Institute of the University of Minnesota, Rockefeller Foundation.

Just a "Thank You"

We wish to thank all those people who were kind enough to send in numbers of the October, 1930, INTERPRETER in response to the plea issued last month.

Miss Phillips, Secretary of the Extension Division, reports that some fifteen copies have found their way to her desk, and says that she can use even more of them.

It isn't too late. If you have a copy of this issue, we should like very much to have it for our files. The demand has far exceeded the supply.

Lectures on Science

Students are invited to attend the series of four lectures on "The Role of Biological Science in Modern Life" which will be held in the New Physics Auditorium at 8:00 p.m. on January 30, February 6, 13, and 20.

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.

FEEES

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 is 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 an 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. Nine 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, Assistant Professor of History.
 Modern Plays—prepared by Edgar Wise Weaver, Instructor in English.
 Newer Tendencies in Psychology—prepared by Kate M. Hevner, Assistant Professor of 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	Umstatted
ART EDUCATION				Junior High School	3	10.00	Umstatted
Interior Decorating	3	10.00	Lewis	ENGINEERING			
ASTRONOMY				Shop Mathematics I	0	15.00	Edwards
Descriptive Astronomy	5	17.00	Crump	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
Life Insurance	3	10.00	Graves	Elementary Mechanics	0	10.00	Priester
Fire and Marine Insurance	3	10.00	Graves	Technical Mechanics I	0	17.00	Priester
Casualty Insurance	3	10.00	Graves	Technical Mechanics II	0	17.00	Priester
Retail Store Management	3	10.00	Vaile	Strength of Materials—Elementary	0	10.00	Priester
Office Organization and Management	3	10.00	Donaldson	Strength of Materials—Technical	0	17.00	Priester
Retail Store Advertising	3	10.00	Vaile	Hydraulics	0	14.00	Priester
Investments	3	10.00	Weidenhammer	Electricity and Magnetism I	0	15.00	Edwards
Corporation Finance	3	10.00	Stehman	Electricity and Magnetism II	0	15.00	Edwards
Personnel Administration	3	10.00	Stead	Alternating Currents	0	12.50	Edwards
Advanced Personnel Administration	3	10.00	Stead	Heating and Ventilating	0	10.00	Martenis
Business Organization and Management	0	10.00	Weidenhammer	Boiler Room Practice	0	10.00	Martenis
CHILD WELFARE				Engine Room Practice	0	13.50	Martenis
Child Care and Training	0	00.00	Inst. Child Welfare	Elementary Concrete	0	10.00	Hughes
Child Development and Training	3	10.00	McGinnis	Advanced Reinforced Concrete Design ..	0	10.00	Wise
Home Education Methods for Young Children	3	10.00	McGinnis	Elements of Machine Design	0	15.00	Edwards
ECONOMICS				Descriptive Geometry	0	17.00	Priester
Mechanism of Exchange	5	17.00	Myers	Lumber and Its Uses	0	8.00	Cheyney
Principles of Economics I	5	17.00	Kozelka	ENGLISH			
Principles of Economics II	5	17.00	Kozelka	Freshman Literature I	3	10.00	Grandy
Principles of Accounting I	4	14.00	Youngs	Freshman Literature II	3	10.00	Grandy
Principles of Accounting II	4	14.00	Youngs	Freshman Literature III	3	10.00	Grandy
Business Law A	3	10.00	Jackman	Introduction to Literature I	5	17.00	Hessler
Business Law B	3	10.00	Jackman	Introduction to Literature II	5	17.00	Hessler
Business Law C	3	10.00	Jackman	Introduction to Literature III	5	17.00	Hessler
Business Law D	3	10.00	Jackman	American Literature I	3	10.00	Nichols
Labor Problems and Trade Unionism	3	10.00	Graves	American Literature II	3	10.00	Nichols
Public Finance	4½	15.00	Blakey	The English Novel I	3	10.00	Hessler
EDUCATION				The English Novel II	3	10.00	Hessler
Educational Psychology	3	10.00	Sorenson	Shakespeare I	3	10.00	Nichols
History of Education to the Reformation	4½	15.00	Alexander	Shakespeare II	3	10.00	Nichols
History of Modern Education	4½	15.00	Alexander	Subfreshman Rhetoric	0	10.00	del Plaine
Educational Sociology	5	17.00	Rankin	Composition IV	3	10.00	Jones
School Organization and Law	5	17.00	Rankin	Composition V	3	10.00	del Plaine
School Sanitation	5	17.00	Rankin	Composition VI	3	10.00	del Plaine
				Exposition	3	10.00	Christie
				Description	3	10.00	Jones
				Narration	3	10.00	Christie
				Versification I	3	10.00	Nichols
				Versification II	3	10.00	Nichols
				The Short Story I	3	10.00	del Plaine
				The Short Story II	3	10.00	del Plaine

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	Instrumentation and Orchestration I	3	10.00	Pepinsky
Beginning German II	5	17.00	Burkhard	Instrumentation and Orchestration II	3	10.00	Pepinsky
Beginning German III	5	17.00	Burkhard	Instrumentation and Orchestration III	3	10.00	Pepinsky
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 (30)	3	10.00	Burkhard	POLITICAL SCIENCE			
Medical German II (31)	3	10.00	Burkhard	American National Government	5	17.00	Saunders
Medical German III (32)	3	10.00	Burkhard	Municipal Government	5	17.00	Stene
GEOLOGY				Municipal Government—Short Course	0	10.00	Stene
Dynamic and Structural Geology	5	17.00	Thiel	Elements of Political Science	5	17.00	Saunders
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	Ellis
Philosophy	3	10.00	Savage	Health Care of the Family	3	10.00	Boynnton
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	Kane	Psychology Applied to Daily Life	3	10.00	White
Ancient History II	5	17.00	Kane	Personnel Psychology	3	10.00	Williamson
Europe in the Middle Ages	5	17.00	Kane	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	Kane	Scientific French I	3	10.00	Frelin
American History II	5	17.00	Kane	Scientific French II	3	10.00	Frelin
Recent American History	5	17.00	Kane	Elementary French Composition	3	10.00	Frelin
American Economic History I	3	10.00	Mudgett	Advanced French Composition	3	10.00	Frelin
American Economic History II	5	17.00	Mudgett	SPANISH			
HOME ECONOMICS				Beginning Spanish I	5	17.00	Cleifton
Household Budget	3	10.00	Kelley	Beginning Spanish II	5	17.00	Cleifton
Textiles	3	10.00	Caplin	Intermediate Spanish I	5	17.00	Cleifton
HYGIENE				Intermediate Spanish II	5	17.00	Cleifton
Hygiene of Maternity and Infancy	0	00.00	Hartley	Elementary Spanish Composition	3	10.00	Cleifton
JOURNALISM				Advanced Spanish Composition	3	10.00	Cleifton
Reporting I	3	10.00	Kildow	SCANDINAVIAN			
Reporting II	3	10.00	Kildow	NORWEGIAN			
Reporting III	3	10.00	Kildow	Beginning Norwegian I	4	13.50	Madsen
Editorial-Writing I	0	10.00	Kildow	Beginning Norwegian II	4	13.50	Madsen
Editorial-Writing II	0	10.00	Kildow	Intermediate Norwegian I	4	13.50	Madsen
Newspaper and Magazine Articles I	3	10.00	Steward	Intermediate Norwegian II	4	13.50	Madsen
Newspaper and Magazine Articles II	3	10.00	Steward	Advanced Norwegian I	5	17.00	Madsen
Press Contacts	3	10.00	Steward	Advanced Norwegian II	5	17.00	Madsen
Rural Community Reporting	3	10.00	Olson	SWEDISH			
Supervision of School Publications	3	10.00	Kildow	Beginning Swedish I	5	17.00	Stomberg
LATIN				Beginning Swedish II	5	17.00	Stomberg
Beginning Latin I	5	17.00	Cram	Intermediate Swedish	5	17.00	Stomberg
Beginning Latin II	5	17.00	Cram	Advanced Swedish I	5	17.00	Stomberg
Caesar	5	17.00	Cram	Advanced Swedish II	5	17.00	Stomberg
Cicero I	5	17.00	Cram	Swedish Literature I	3	10.00	Stomberg
Cicero II	5	17.00	Cram	Swedish Literature II	3	10.00	Stomberg
Virgil's Aeneid I	5	17.00	Pike	Swedish Literature III	3	10.00	Stomberg
Virgil's Aeneid II	5	17.00	Pike	SOCIOLOGY			
Livy, Book I	5	17.00	Pike	Introduction to Sociology	5	17.00	Lundquist
Plautus and Terence	4½	15.00	Pike	History and Theory of Social Work	3	10.00	Doyle
LIBRARY TRAINING				Rural Sociology	5	17.00	Lundquist
Elementary Classification	3	10.00	Penrose	The Occurrence of the Socially Inadequate	3	10.00	Fenlason
Elementary Reference	3	10.00	Greer	Field Work in Rural Sociology	1 or more	5.00	Lundquist
Elementary Cataloging	3	10.00	Penrose	MATHEMATICS			
MATHEMATICS				Elementary Case Work	3	10.00	Salsberry
Higher Algebra I	5	17.00	Priester	Social Protection of the Child	3	10.00	Doyle
Higher Algebra II	5	17.00	Priester	Social Organization	3	10.00	Lundquist
Trigonometry	5	17.00	Priester	Rural Community Organization	3	10.00	Lundquist
Plane and Solid Analytical Geometry	6	20.00	Priester	The Family	3	10.00	Lundquist
Differential Calculus	5	17.00	Edwards	Social Progress	3	10.00	Lundquist
Integral Calculus	5	17.00	Edwards				
Differential Equations	5	17.00	Priester				

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 subject, for five classroom periods each week. Twelve units of senior high school work, selected from five specific subjects, are required for entrance in any case; the particular requirements of the several colleges vary.

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

1. Obtain admission by examination.

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

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

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

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

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

The Correspondence Study Department of the University can help a student 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				Cicero II	½	17.00	Cram
Elementary Bookkeeping	¼	\$ 7.50	Alm	Virgil I	½	17.00	Pike
ENGINEERING				Virgil II	½	17.00	Pike
Mechanical Drawing I	¼	12.50	French	MATHEMATICS			
Mechanical Drawing II	¼	12.50	French	Elementary Algebra A	½	12.50	Edwards
ENGLISH				Elementary Algebra B	½	12.50	Edwards
English Composition A	½	12.50	Wettleson	Plane Geometry A	½	12.50	Edwards
English Composition B	½	12.50	Wettleson	Plane Geometry B	½	12.50	Edwards
English Composition C	½	12.50	Wettleson	Solid Geometry	½	15.00	Edwards
English Composition D	½	12.50	Wettleson	Higher Algebra I	½	17.00	Priester
English Literature A	½	12.50	Grandy	ROMANCE LANGUAGES			
English Literature B	½	12.50	Grandy	FRENCH			
English Literature C	½	12.50	Grandy	Beginning French I	½	17.00	Frelin
English Literature D	½	12.50	Grandy	Beginning French II	½	17.00	Frelin
GERMAN				Intermediate French I	½	17.00	Frelin
German A	½	12.50	Burkhard	Intermediate French II	½	17.00	Frelin
German B	½	12.50	Burkhard	SPANISH			
German C	½	12.50	Burkhard	Beginning Spanish I	½	17.00	Cleifton
German D	½	12.50	Burkhard	Beginning Spanish II	½	17.00	Cleifton
GREEK				Intermediate Spanish I	½	17.00	Cleifton
Beginning Greek I	½	17.00	Savage	Intermediate Spanish II	½	17.00	Cleifton
Beginning Greek II	½	17.00	Savage	SCANDINAVIAN			
Beginning Greek III	½	17.00	Savage	NORWEGIAN			
HISTORY				Beginning Norwegian I	½	13.50	Madsen
American History A	½	12.50	Houston	Beginning Norwegian II	½	13.50	Madsen
American History B	½	12.50	Houston	Intermediate Norwegian I	½	13.50	Madsen
World History A	½	12.50	Gold	Intermediate Norwegian II	½	13.50	Madsen
World History B	½	12.50	Gold	SWEDISH			
LATIN				Beginning Swedish I	½	17.00	Stomberg
Latin A	½	12.50	Cram	Beginning Swedish II	½	17.00	Stomberg
Latin B	½	12.50	Cram	Intermediate Swedish	½	17.00	Stomberg
Latin C	½	12.50	Cram	SOCIAL SCIENCE			
Latin D	½	12.50	Cram	Social Science A	½	12.50	Lundquist
Cicero I	½	17.00	Cram	Social Science B	½	12.50	Lundquist

"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.

Orientation

A Survey of the Physical and Social Sciences

The Orientation course is in many respects typical of the interesting university courses offered by the University of Minnesota through the General Extension Division. This course, like many others listed in the Bulletin, is designed to meet the needs of a variety of people. For the business man or woman, tired or otherwise, it provides a mental tonic, in the stimulating form of contact with the scientific thought of the day. For the student who is about to enter into university work but is uncertain of what courses to take, it constitutes a survey or introduction to many fields of endeavor. Even to the man who has graduated from college, it may serve as an opportunity to correlate and supplement his more detailed studies. To the man who is interested solely in broadening his intellectual horizon, in coming to some adequate understanding of scientific knowledge of man and his universe, it offers an organized and charted approach.

The Orientation course is for the layman who desires an intelligent layman's understanding of contemporary science. No previous work in science is required as a prerequisite. The reading in the course is, for the most part, material written by outstanding scientists for the scientifically uninitiated. Its aim is to give by means of a rapid survey a general view of the significant facts and theories of astronomy, the constitution of matter, structural and historical geology, anthropology, the evolution of species, psychology, sociology, economics, and political science. Covering as much ground as it does, Orientation does not pretend to do justice to any of these sciences; its purpose is to bring to the student a sufficient grasp of the methods and results of science to help him towards an intelligent conception of what science has done and is trying to do. It is hoped that the course may help him in orienting himself in a world in which science and scientific methods are increasingly important.

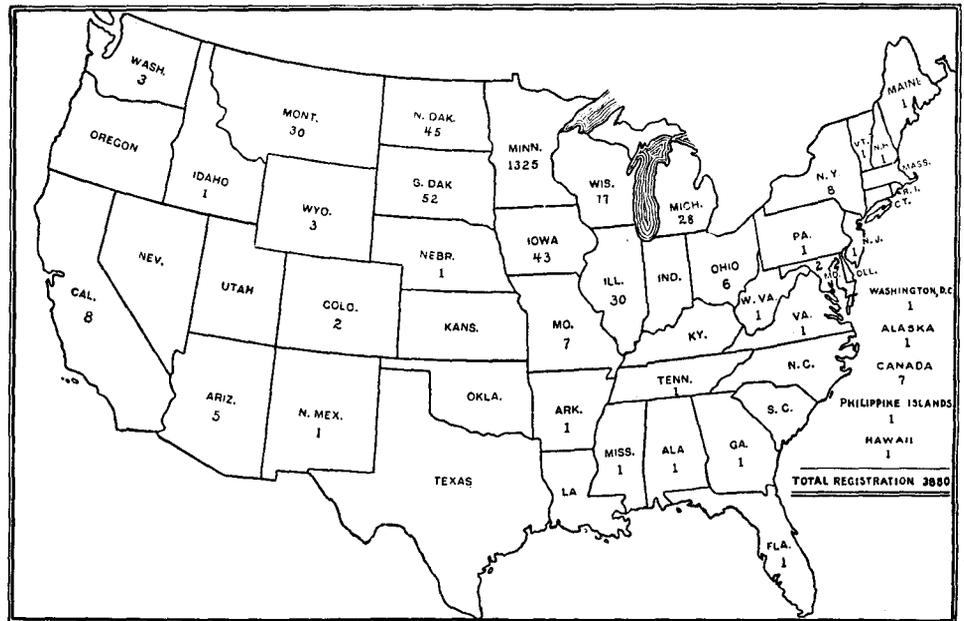
The class program consists in reading, lectures, and discussion. The course is two semesters long. During the first semester the physical sciences are covered; during the second semester, the social sciences. Neither half of the course is dependent on the other, so that a student may begin the work with either semester, or with both at the same time if he is willing to concentrate to that extent. Both semesters are offered, both in St. Paul and on the Campus, for the second semester. The time and place of meeting may be found in the Program of Classes.

Election of Representatives

The fifth week of the semester, March 2, is set aside for election of class representatives to the student council. Get busy.

Registration by States—1929-30

CORRESPONDENCE STUDY DEPARTMENT—U. OF M.



From Far Off Philippines

One registration from the Philippine Islands, one from Hawaii, and one from Alaska, together with seven from Canada, constitute the foreign registrations of the Correspondence Study Department during the year 1929-30.

In addition to the four foreign countries mentioned above, there were represented by registrations, 33 states and the District of Columbia.

Minnesota, of course, registers the largest number of registrations, namely 1325, which is better than one-third of the total registrations in force for the year.

States which have the largest number of registrations next to Minnesota are, Wisconsin, 77; South Dakota, 52; North Dakota, 45; Iowa, 43; Montana and Illinois, 30 each; and Michigan, 28.

Maine, California, Michigan, and Florida, are represented by registrations. Thus, the Correspondence Study Department covers the length and breadth of the country.

Anthropology and Music

A wide range of subjects is covered by the registrations of the Correspondence Study Department in 1929-30. Anthropology with 11 registrations and Music with 31, are among other exceptional subjects such as Esperanto, Astronomy, Greek, Home Economics, and Journalism.

The largest number of registrations is held by the courses in English, namely 329. Business subjects claim 284, Education 242, Preparatory 184, Psychology 127, Sociology 114, Romance Languages 110, and Mathematics 93. Many other branches of work with a number of courses in each branch, claim goodly numbers of registrations.

All these registrations make a total of 3880 for the year, 1929-30.

Correspondence Study

Courses Are Necessary

"Correspondence Study courses are necessary because we cannot afford to overlook any instrument which is in line with individual instruction in adult education today." So reads a bulletin issuing from the Secretary of the National University Extension Association as a result of recent investigations and studies.

The report goes on to say "modern educators insist on the need for individual instruction, new means of releasing the energies of able students."

Two other weighty points are mentioned in the same report in reference to Correspondence Study work. First, "Correspondence Study courses are desirable because they fit into special conditions. They meet the needs of students who are temporarily deprived of the opportunity of continuing their higher education. Such courses have saved exceptional students from complete elimination as stated by Dr. Julius Steiglitz, Head of the Department of Chemistry, University of Chicago." Also, "Correspondence courses give the opportunity to teachers and others gainfully employed to improve their vocational efficiency."

The last point mentioned in this report is that "Correspondence Study courses are effective in the sense of adequate student results." Instructors frequently say, "My Correspondence students make good in residence."

Student Harold Olson took nine Correspondence Study courses for two successive years, 1929-30 and 1928-29.

One student took eight courses in 1929-30; three took six courses each; four took five courses each; nineteen took four courses each; and thirty-eight took three courses each.

HOW EDUCATION ENRICHES LIFE

The Monthly Bulletin of the Massachusetts Department of Education, Division of University Extension, published the following thoughts on vocations and avocations. We think they should interest you.

"How can education enrich my life? Here is a thought-provoking topic for consideration by each of us during Education Week which occurs this month. It matters little what condition of life a person faces. Education has some real contribution for him which will make his hours happier and his days more full.

"Take the immigrant, for example. How grand an accomplishment is learning to read and write English. What privileges heretofore denied him are thus opened up. Now he can write to that son living in a distant city and receive in reply messages the mere reading of which affords the greatest pleasure. Now the American newspaper becomes a daily mine of information and enjoyment instead of a mysterious mass of paper and type.

"Take the young man or woman who has had to leave school before acquiring anything more than the barest rudiments. Spare time education offers either a chance to rise above the lowliest occupations into positions of merit and importance. One is limited only by his energy and his zeal and if these be strong enough he often attains to greater achievements than thousands who have had far superior opportunities.

"Take almost any one of us earning a livelihood in a work, which, however satisfactory from a material viewpoint, fails to satisfy our innate aspirations for self-expression, for the creation of something that lifts us out of humdrum existence. Education pursued in leisure hours here furnishes us with an avocation.

"The number of avocations open to us is legion. It is ours to make a choice. Music is one of the most delightful. Many adults with a long dormant interest in music, who have determined to master some instrument such as the piano, have been amazed at their own progress in a relatively short time. This is no revelation to experienced teachers, however, who know that an earnest mature person usually proceeds at a faster gait than a boy or girl.

"Art in its various forms is another absorbing avocation. A great many people possess a native ability to draw. If this crude talent is sufficiently fostered by training, the beginner rapidly blossoms into a facile sketcher and is ready to delve into painting with water colors and even with oils.

"The commonest creative gift of all is the ability to write. This fact turns many to literature as an avocation, and the number of unpublished short stories, plays, essays, sketches, and verses produced each

year is countless. So many, indeed, possess the urge to write that the term "cacoethes scribendi," "the fever of writing," has been handed down to us by the ancients.

"An important point here needs to be emphasized. A good beginning is absolutely vital to success. Patience must be exerted and discouragement must be fought valiantly. The adult student of music or art or literature can do this more easily if he bears in mind that he is not embarking on a professional career but merely seeking to make his leisure hours more productive. As an extra word in regard to writing I urge its devotees to remember that even the classic authors were often tormented by despair at the reluctance of ideas to blossom under their hands.

"Education can enrich your life—if you will make the effort. The avocations described were selected principally to suggest what may be accomplished in the interest of your greater happiness. Select an avocation which excites your fancy and nourish it through systematic education. University Extension with its multitude of courses by class, correspondence, and radio will be glad to help you."

University Night Students Able

At last the night student at the University of Minnesota has come into his own!

The time came in the affairs of certain night students when they desired exemption from required English courses as comprised in the evening school curricula. Request was made to the English Department of the University for such tests as were given day students for exemptions. The outcome was that on taking such tests the score turned out to be high. Then the evening students' organization began insisting that the same privileges be given to all evening students, and be formally incorporated in the regular evening school bulletin.

All this apparently set in motion certain trains of thought in official minds on the campus. The result was that in the fall of 1929 all night students were given the regular university aptitude tests as given to the day students. These tests were conducted by Dr. Sorenson, and when the results were tabulated it was found that the average score attained by the night group was higher than the average score of entering day students.

The results of these tests have received widespread notice, and university officials far and wide are awakening to the fact that the sphere of university influence can be greatly widened by providing for greater utilization of courses provided for employed students. And incidentally, the officials at our own university are more than well pleased with the outcome.

—CHARLES J. BERRY

Learning the Habit of Learning

(Continued from page one)

At the World Conference of Adult Education, Cambridge, England, August, 1929, the Bishop of Plymouth (Dr. J. H. B. Masterman) said "Education, for us, means the development of an efficient and rightly integrated personality, able to adjust itself to the world in which it lives, and to the ultimate spiritual forces that lie behind it." The Bishop said further "The ultimate value of adult education is the development of personality, because personality is really the only thing that matters. The great purpose of this life is to turn individuals into persons."

We are now at the point where we can say that every move of the hand and every thought-gesture of the mind is allied with habit-forming; furthermore, they are allied with the habit of learning and eventually with the making of a personality. "Personality is hidden in habit."

The struggle is always on and the continual conflict of all habits for supremacy, forces the suggestion that personality is born and grows continuously under conditions of conflict. Therefore, "Personality is achieved," as Ordway Tead says.

Consider the Hammer

It keeps its head.
It doesn't fly off the handle.
It keeps pounding away.
It finds the point, then drives it home.
It looks at the other side, too, and thus often clinches the matter.
It makes mistakes, but when it does, it starts all over.
It is the only knocker in the world that does any good.
If you are inclined to lose your head and fly off the handle, consider the hammer.

—Doherty News

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HISTORY FOR UNDERSTANDING OF AMERICAN FOREIGN RELATIONS

By EDWARD M. KANE

Assistant Professor of History, General Extension Division

H. G. WELLS is fond of saying that "Civilization is a race between education and catastrophe." Never was the truth of this statement more evident than at the present time, for never were the affairs of the great nations of the world so inextricably interrelated, and at the same time never was the preservation of peace between the nations more vital to the very existence of civilization. Statesmen have devoted great energy and labor to devising leagues, concerts, and pacts for the preservation of peace. All honor to them, and may the work of their hands and brains prove effective, but without an informed and enlightened public opinion, no machinery whatever will in the long run prevail. If the public opinion of the great nations remains provincial, narrowly nationalistic and easily aroused to hatred and suspicion of other people, then another terrible war must be looked for before the passing of the present generation with consequences probably fatal to civilization as we know it.

Since true education is adaptation to environment, it follows that the thorough and intelligent study of history, and especially the history of the foreign relations of our own country and Europe, must be one of the chief concerns of education in our day.

We have been much too provincial in our teaching of American history. It has been taught as something separate and distinct in itself, and the great fact has been ignored that it has always been bound up with European history. Recent scholarship shows that American history cannot be explained in terms of American

factors alone; but is distinctly connected with the currents of events in the Old World. The course of American history has been profoundly affected by Napoleon's struggle for mastery in Europe, by the Industrial Revolution, and the Revolution of 1848 in Europe,—to mention only three of many great Old World movements which deeply affected the currents of American history. American development has never been as isolated and independent as the average American citizen imagines. He needs to appreciate, in some degree at least, the interrelation and interdependence of Europe and America and how profoundly the welfare of one country affects the welfare of another. Lowell says:

"For mankind are one in spirit and an instinct bears along
'Round the earth's electric circle the swift
flush of right or wrong
Whether conscious or unconscious yet
humanity's vast frame
Through its ocean-sundered fibres feels
the gush of joy or shame
In the gain or loss of one race all the rest
have equal blame."

Prior to 1900, America was not considered a world power, and Americans as a whole were profoundly indifferent to the history of foreign relations. But as one of the unforeseen by-products of our intervention against Spain in Cuba, we suddenly found ourselves involved in a great experiment on the other side of the world. By that war we expanded our territory beyond the continent, and, somewhat puzzled, for we had contemplated no such outcome, we found ourselves welcomed by Rudyard Kipling, the poet of Imperialism, and invited to "take up the White Man's Burden" in the Philippines. In 1900, too, the United States for the first time took part in a military expedition in concert with the powers of Europe, and intervened in the affairs of one of the oldest of the nations—I refer to the Boxer Expedition into China.

It is not generally known or realized that the first actual step towards identifying the United States with the "concert of the powers" in Europe originated, not with Woodrow Wilson, but with Theodore Roosevelt. Acting on the advice of Elihu Root, his Secretary of State, he acted to forestall the dire possibility of an armed conflict in Morocco between France and Germany, and helped bring about the Algeiras Conference of January, 1906, which Prince von Bülow pronounced a "great service to the peace of the world."

Then came the Great War. We tried to think of it as "three thousand miles away": we were exhorted to "be neutral in thought as well as in deed"; but we learned in time that neutrality was impossible. We were swept in; and after performing prodigies of preparation for nineteen months, peace came as suddenly as had war. The American President found himself temporarily exalted to the position of arbiter of the destinies of Europe, and spokesman to an extraordinary degree for the European peoples. That situation could not last: no man and no nation could have lived up to the expectations aroused by Wilson and by America, but had even a respectable minority of editors and political leaders in the United States possessed any historical background for their thinking on international questions, we would have avoided some of the most glaring mistakes in interpreting and reacting to the League of Nations Covenant. For example, the separate representation of the British Dominions in the League of Nations Assembly was everywhere attacked as a mere trick to secure extra votes for London. As a matter of fact, of course, giving these Commonwealths separate votes was a recognition of their own insurgent nationalism. This is understood now in the United States, since Ireland has been added to the list and become a member of the League of Nations: Americans know that Ireland wishes to take an indepen-

(Turn to page four)



EDWARD M. KANE

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MARCH, 1931

Registration Continues Strong

Total registration figures for the first semester, 1930-31, are now complete and show that the demand for extension courses is as steady as ever. Only a slight decline in numbers is shown as compared with the record-breaking registration of the first semester of 1929-30.

First Semester, 1930-31

Total collegiate	3,697
Total business	2,095
Total engineering	902

Total

These registrations represent 5,428 individuals.

Figures are beginning to be compiled for the second semester of this present year, and we hope to have them for you next month. So far they show an increase over those of the same period for last year, 1929-30.

Fifth Annual Institute of Funeral Directors

The Fifth Annual Institute of Funeral Directors will be held on the campus of the University of Minnesota by the General Extension Division in conjunction with the annual convention of the Minnesota Funeral Directors' Association from March 23 to 28, inclusive. Sessions will be held from 9 a.m. to 12 m., and from 2 p.m. to 5 p.m. each day.

Lectures will be given by the following people, some of whom are members of the university faculty:

Ralph L. Dowdell on Metal Caskets, Henry Schmitz on Wooden Caskets, S. Chatwood Burton on Art, C. A. Erdmann on Anatomy, N. C. Pervier on Chemistry, William O'Brien on Pathology, Leo G. Rigler on X-Ray, H. J. Ostlund on Accounting, Edward M. Kane on The History of Funeral Customs, and Wendell White on The Psychology of Grief.

Membership in the Institute is limited to those persons holding embalmers' licenses. Further information may be obtained by asking for the folder on this subject prepared by the General Extension Division.

When first-rate minds set themselves at first-rate tasks under favorable conditions, great results are apt to follow.

—Dorothy Canfield Fisher.

Extension Student Appointed to Gopher Staff

Appointment of Mr. Thomas E. Moore as representative of the Extension students on the staff of the 1931 Gopher, official year-book of the University of Minnesota, has been made by Mr. Clyde Forinash, president of the General Council.

This is the first time that an extension student has been on the staff of the Gopher, although there has been a section devoted to activities of students in Extension for the past two years. Since all other departments edit their own material, the appointment was timely.

It is appropriate that Mr. Moore should receive the appointment since he has taken more studies in Extension than any other single student, and was the organizer of the student body. He was president of the Association for five years.

Candidates for Certificates

Students who believe they have a sufficient number of extension credits to place them in a position to receive an Extension Division Certificate at the June Commencement exercises should make application as soon as possible to the Students' Work Committee.

The committee will then check their records to determine their exact situation.

Efforts will be made to discover such students through the records, but if students will take the initiative in the matter, it may prevent their being overlooked.

—Students' Work Committee.

The human mind would be a gainer if all the secondary writers were lost—say, in England, all but Shakespeare, Milton, and Bacon—through the profounder study so drawn to those wonderful minds.

—Ralph Waldo Emerson.

Don't Give Up

We have all heard of the lambs and lions of March, but there is yet another beast which follows some of us around during this month. For extension classes are well on the way to successfully completing another semester of work, and students are once again beginning to wonder if they can not cut this or that subject now and again.

In other words, spring with its many enticements is once more calling the worker away from his work. Don't give in to that impulse to allow your classes to slide. There are other evenings in the week when that ride can be taken, other basketball games to be watched, other nights to attend a movie. But there is only one evening when your class meets and only one time that certain instruction will be given out.

Attend your classes, for there is lasting worth there!

May Mixer Poster Contest

Now that the date, May 2, has been selected for the Seventh Annual May Mixer to be held in the Minnesota Union, competitors for prizes in the Poster Contest should get busy.

Mr. Clyde Forinash, president of the students' association, announces that the prizes have been increased in amount: first prize, \$25; second prize, \$10; third prize, \$5. Posters taking fourth and fifth places will be awarded honorable mention and two tickets for the mixer will be given with these awards.

All students of the University of Minnesota are eligible for this competition, whether they are registered in regular or extension classes.

Posters for the party have been displayed in the past at down town store windows, and a showing of them has been a feature of the party itself.

On Friday, April 17, at 4:30 p.m. the contest will be closed, and all posters must be delivered to 103 Federal Bldg., 730 Security Bldg., Minneapolis, or 920 Pioneer Bldg., St. Paul, by that time.

Further information may be obtained from Ray Johnson, Drexel 0907, Clyde Forinash, Elkhurst 1368, or the down town offices of the General Extension Division.

N. U. E. A.

The National University Extension Association is composed of those State Universities and other institutions of higher learning which possess the standard qualifications demanded by the Association and which institutions ask for admittance:

The University of Minnesota, General Extension Division, is a member of the N. U. E. A. along with forty or more other institutions.

Thirty-four of the member institutions carry Correspondence Study work and a little over 20,000 students of these thirty-four institutions finished Correspondence Study courses last year of the 50,000 students enrolled.

About 150 colleges, State Teachers colleges and Universities in the United States (including the 34 members of the N. U. E. A.) carried correspondence course work in 1929-30.

The number of students completing correspondence courses in these 150 schools was over 42,000 in 1929-30.

"Thinking is past experience guiding present effort. Through thought man is self-directing and effective in a sense and degree true of no other organism."

—Wm. H. Kilpatrick.

No true artist works by the hour.

—Sir Henry Wood.

There is no knowledge which is not valuable.

—Burke.

WHAT THEY SAY ABOUT READING

The following observations on reading are an excerpt from Mr. Alfred Zimmern's book entitled: *Learning and Leadership* (Oxford University Press, 1928).

"Reading, once the privilege of the few, seems almost in danger of becoming one of the lost arts. Men read grossly and inordinately, bringing to the printed page the same kind of indiscriminate appetite that the glutton or the drunkard brings to the pleasures of the table. Ask them to describe or analyze what they have read and they will too often be unable to do so. For their object in reading is not to understand what is in the book but to escape from themselves. Reading has, in fact, in our nerve-racked and industrialized society, become for millions little more than a narcotic.

"For such a demand it was necessary to provide a supply, and it has not been wanting. Its most characteristic product is the novel of the railway bookstall and the circulating library; but, in varying degrees in different countries, the newspaper also ministers to this craving for sensation.

"The student who enters upon the study of public affairs will have learned at the university to exercise his mind upon printed matter. He will know that the function of a book is to stimulate his intelligence, not to befuddle it, to serve as an instrument for his own thinking rather than as its lifeless substitute. He will have discovered how to proportion his reading to the needs and questionings of his mind. He will know how, when, what, and how much, to read, his mind having acquired the same nicety in its assimilative powers as his body for its physical diet. He will, therefore, be well prepared to face the problem, essential for the understanding of international relations, of how to read newspapers.

"The newspaper press is often criticized as an influence for evil in international relations. The criticism is unfair. For the evils complained of are not of the newspapers' own creation. They are a response to a public demand. So long as the mass of the reading public remains as ignorant of foreign countries and peoples as it is at present, international relations will inevitably remain one of the most convenient channels for ministering to the craving for what is abnormal and sensational.

"It may indeed be said in defense of the newspaper that it is intrinsically truer to life than the book. A book is the individual production of a single writer, who may be more or less representative of his community. A newspaper is a collective production in which a great number of minds have collaborated. Every column and line of it conveys a social truth. Every word, even the most inaccurate, rings genuine. The political news, the social items, the advertisements, the lead-

ing articles, are all charged with significance. If they do not always bear exactly the meaning that appears on the surface, nevertheless the meaning is there. They were written and inserted with a purpose: and that purpose an educated man can divine. For the tired worker, returning home in the car from his work, the newspaper may bring bewilderment or even falsehood. To the trained social and historical inquirer it is a mine of information. He will read the metropolitan journal, the local news-sheet, and the professional or sporting organ with equal interest. He will note what is said, what is implied, and, in international relations often the most important of all, what is passed over in silence. He will remark the details of make-up which vary so much from country to country and throw so much light on intellectual tendencies.

"It is sometimes said that international politics cannot be understood from the newspapers. So far as what are called the secrets of the chancelleries are concerned this may be true—even if only to a limited extent. But these secrets are nowadays seldom of the first importance and, moreover, they have a tendency to cancel one another out. In reality an educated man who knows where to look can perfectly well keep abreast of the movement of international affairs. He must of course read newspapers representing various opinions and countries, correcting one bias by another and remembering that the further an account has to travel before it reaches its destination the more outspoken it can often afford to be. Any one who has practised this habit over a course of years will be less disposed to criticize the newspapers than to be astonished at the ignorance of the public which, with so much instructive material laid before it, has assimilated so little. How many, for instance, of the readers whose eyes wander over the column sent daily from Paris to the London newspapers have any real knowledge of the working of the French constitution or any real sense of the movement of French public life? What is needed indeed is not more information, or even better information, so much as better capacities for apprehending it. The present relationship, in many countries, between the judgment of the public and the mass of information supplied to it recalls that between the bread and the wine in Falstaff's dinner."

Notify Office of Cancellation

If you find that you cannot go on with a class for which you are registered, notify the office of your intention to drop the course at once. Refunds can not be made until such notice is received. Neglect of this matter may result in failure in the course, if the student's name is kept upon the records.

Why I Am Taking Composition

By a student in Extension Class,

Composition 4

Why are we always attracted to people who speak English well? Because so few of us do speak correctly. Most of us like to be lazy. We like to lie abed late in the morning or sit in a comfortable chair rather than run on an errand to the grocery store. In describing a building in which the Smiths live we prefer to say, "They live in a house." If we content ourselves with general terms in our speech, our language soon becomes enfeebled and is no longer effective for our needs.

Composition shows us how to collect, arrange, and express our ideas. It aims to develop within us the ability to talk correctly, fluently, and to the point. Since everyday we tell somebody how we feel and what we think, the person who can explain clearly and forcefully what he has to say always has an attentive audience.

To learn better English is one reason that I am taking composition. I always have had trouble to express myself on paper. The grades I received in high school were better than those I had in grammar school, but still my themes came back to me with many corrective marks. But the old axiom "practice makes perfect" inspires me to think that someday my efforts will be rewarded with the ease to speak and write well.

If I should be able to register as a day student at the University, I could not only have my credits in English transferred toward a degree but would also be able to begin work sooner in the field in which I should choose to major.

To have a ready command of the English language is certainly an asset in stenographic work, at which I am now engaged. The knowledge I derive from composition will serve as a stepping-stone to a better position. The statistician in our department will leave when she will be graduated from the University next spring. It was suggested that I take courses that would enable me to fill her place. I selected composition because I knew that to prepare statistical reports I needed advanced training in English.

Because I had been out of school for a year and a half and wanted to study further, I registered for composition. I felt that this course should be the initial subject which I should take.

"To live in the temper and spirit of a learner, open-minded, unwarped in judgment, free as far as light permits from delusions, eager to explore and inquire, quick to give up a confuted idea and to gain a higher outlook, striving steadily to improve and to grow—these are watchwords of adult education."

—The Spokesman,
University of California.

(Continued from page one)

dent place in the family of nations; but they did not know enough about the recent history of the British Empire to know that Canada and South Africa were equally anxious to be so recognized. Many other instances of misunderstanding due to ignorance of world history and politics might be cited. "With the bulk of the press," says a recent writer, "the fault was rather ignorance than malice."

Now what of conditions since the World War settlement?

Everyone knows that the United States repudiated President Wilson's leadership and definitely rejected both the Versailles Treaty and the League of Nations Covenant. Very many Americans, perhaps a majority, therefore imagine that we have returned to the status of the pre-war era. Nurtured as they have been, on the maxims and ideas of a bygone era, they are very apt to agree with Richard Henry Lee, that the United States should keep out of those "European Councils where artful and refined plausibility is forever called in to aid the most pernicious designs." The wish is therefore, with them, father to the thought. But the student of today must be brought to realize that the realities of the case are very different indeed.

We rejected indeed the pledge of political association, and, so far as the League of Nations is concerned, that decision is final, for at least the present generation. But in no sense does this mean that America has gone back to isolation: that latter condition, whether we like it or not, has gone forever. This is true because our State Department and our diplomats well know that a nation which, like America, has become the center of the world, cannot escape responsibility for the welfare of other nations. Whatever the American government does, or does not do, is today making history. And on the peaceful evolution of that history depends America's prosperity.

The international position of the United States today is dominated by two factors—on the one hand, by the desire of the American people to remain free from "European entanglements," and on the other hand, by the impossibility of remaining politically isolated because of all the interests of money and trade that bind the United States to the rest of the world. What does that statement really mean, except that the education of the American people in history and politics has failed to keep pace with their economic progress, and with the progress of the world in which they live? The task of the teacher of history is to reveal and explain the new world and the new opportunities and responsibilities that present themselves to our people. "Let our conceptions be enlarged to the circle of our duties," pleaded Daniel Webster in the Bunker Hill oration, more than a century ago. He was alluding to the splendid and vigorous new nationalism of his day and

Lyceum Bureau Presents Jubilee Singers

Heading the list of musical attractions are The Fisk Jubilee Singers, world famed Negro ensemble. They have given about fifteen concerts this year under the auspices of the General Extension Division, and have proved themselves one of the most popular attractions ever offered. Among the places where they have given concerts are—Little Falls, Northfield, Faribault, Minneapolis, St. Paul, Winona, Rochester, Two Harbors, and Owatonna.



From Winona came the comment, "Many thought it the best thing we have had this year."

From Two Harbors—"We were absolutely delighted and charmed."

From Rochester—"One of the year's best concerts."

They will be available in early November, 1931.

to the new attitude towards the South American republics. But precisely that new enlargement and breadth of view is needed today to fit our people to deal intelligently and wisely with interests and responsibilities that no one could have foreseen in Webster's day. Not less Americanism, but a greater, truer Americanism, fortified by a sound knowledge of our own history, and at least a sympathetic insight into the history and problems of other nations, is the need of the present age.

What Does an "A" Mean?

If one is an "A" student in the opinion of one instructor, will he be likely to get A's in all his college work?

According to John E. Bohan ('22Ed.), whose book, "Students Marks in College Courses," has just been published by the University of Minnesota Press, the answer is "No." Mr. Bohan, in a four-year investigation at the University, discovered that there were striking discrepancies in the grades awarded the same students by different departments, though each department was fairly consistent in the marks given from one quarter to another. He also found that the introduction of objective examinations in some freshman courses had the effect of raising the percentage of A's in those courses above that of previous years. Another of his discoveries was the fact that marks tend to go up as a student advances in college—a senior gets higher grades than a junior, and a graduate gets higher grades than a senior.

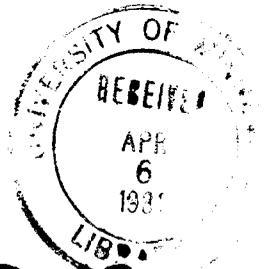
We have a young man in one of our classes who works and yet makes just as many credits a year as does the average student in day school. How does he do it?

He carries nine hours a semester in night school, and plans on nothing less than a "B" grade in each subject. Thus he makes eighteen units by credit hours carried, and six by honor points. During the summer he attends both sessions of summer school, carrying the full number allowed any student—ten credits, and comes out at the end of the year with more than the forty-five credits averaged per year by the day school student.

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COMMERCIAL PRODUCTS AND THE ENGINEER

By B. J. ROBERTSON

Associate Professor of Internal Combustion Engines

WHETHER the first test was made in the interest of research, quality of product, or insatiable curiosity has never been debated, but the results of this first experiment are never to be forgotten in the history of man. The first testing engineer was a woman and the test was made on the humble apple.



B. J. ROBERTSON

As time has gone on, original investigation has become less and less hazardous until it has almost reached a peak in popularity. Schooled by the ever-alert advertising expert, thousands of high pressure salesmen have been educating the public in the art of reading and interpreting results of tests of every description, always, of course, to the advantage of the particular machine or product being sold. Now the public is beginning to demand tests and expert opinions on nearly everything it buys. The very foundations of General Electric, General Motors, Westinghouse, Western Electric, and thousands of other manufacturers are laid in their research and testing departments. They led the way, others followed. Advertising and sales experts realized the powerful selling arguments to be found in the results of tests on their product.

After all, a test is but a measure of the expected practical performance of the article in question. The durability of a paint, of galvanizing on metal, of chromium finish may be sought; perhaps the efficiency of a heating plant, a power producing engine, or power transmitting gear train is desired. The strength of rope, wire cable, reinforcing bars for concrete, as well as the reliability of an automobile, may be proper problems.

In nearly every case, a knowledge of physics, chemistry, the laws of combustion, laws of mechanics, and other fundamentals of engineering is an absolute necessity. The experiment may not be such as to require a chemical analysis; if it is, it should be attempted only by an expert chemist.

The best technical brains in the world are engaged in testing and research. Either a theory must be developed to explain the results of tests or tests must conform to a theory already developed. Until a relation is established between the test and theory, the results are viewed with some misgivings. The Bureau of Standards has enormous laboratories with facilities for testing literally multitudes of different materials and products. Langley Field in Virginia and Wright Field at Dayton, Ohio, employ hundreds of experts engaged in testing aeronautical materials and equipment. The publishers of *Good Housekeeping* maintain a testing service for housewives. The insurance companies operate an underwriters' laboratory for the sole purpose of making tests for safety as to fire hazards on household and commercial equipment. General Motors owns a tract of land large enough for several farms. On this land are miles of concrete pavement, long stretches of gravel road, steep grades, long grades, all marked accurately as to distance, per cent grade, etc. Not only their cars, but cars of other manufacturers, are given long endurance tests. The results of these tests are not made public; they are for the purpose of developing their own cars, not to show superiority over other makes. Studebaker maintains a similar field, and it is a well known fact that every motor car manufacturer tests his cars on the road long before putting them in production. Nearly every large manufacturer maintains his own testing laboratory and there are several commercial testing laboratories in every large city. Universities and colleges teach laboratory testing and are gen-

erally well equipped for certain kinds of work.

The interpretation of the results is equal in importance to the test itself. Tests have been made to show that a kettle with the outside of the bottom covered with small spires or points will absorb more heat from a gas flame than a plain bottom, but the housewife very justly objects to the cleaning of a porcupine-like object after each meal. The results are accurate but impractical.

Perhaps on account of the large number of automobiles in use, but more likely because every man's car is more or less his hobby, there have been more gadgets, so-called improvements, and minor accessories marketed for use on cars than for any other one purpose. One of the most popular is the "Gas Saver" which will save you anywhere from 25% to 75% of your fuel bill. Strange to say, a great many of these devices do increase the mileage per gallon on the average man's car. They generally show no saving and sometimes a loss in mileage when tested by an engineer in the laboratory. The discrepancy here is not due to an error in either of the tests, but usually to the careless adjustment of the carburetor on the owner's car. If the car is equipped with a suitable carburetor and it has been adjusted as accurately as the engineer did his carburetor in the laboratory, the gain in mileage would have been realized without the use of the "Gas Saver."

The testing engineer must be absolutely free from prejudice; he must not imagine that a certain gasoline runs his engine more smoothly, that a certain oil provides better lubrication or leaves less carbon in the cylinders. In fact, he is better equipped to do his work when he knows nothing at all about the source or supposed qualities of the articles he is to test.

Operations called tests, which have no meaning whatever, are often performed by ignorant or dishonest persons. You may see fire at the points of a special spark

(Continued on page three)

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Richard R. Price - - - - - Director

Advisory Committee

T. A. H. Teeter I. W. Jones
H. B. Gislason A. H. Speer

Alta J. Jones - - - - - Editor

APRIL, 1931

Training Course in Scout Leadership

During the weeks of April 6-May 2, a Training Course in Girl Scout Leadership will be presented by the General Extension Division in co-operation with the Personnel Division of Girl Scouts, Inc.

Under the instructorship of Miss Ann Roos, National Instructor, the members of the course will be conducted on visits to various troops, read assignments in publications of Girl Scouts and other such organizations, and listen to lectures on the theory of the formation of a Girl Scout patrol, the Three-fold Girl Scout Program, the Play Spirit, the Camp and the Trail, and other kindred subjects.

A day-trip to the Girl Scout Cabin on Nine Mile Creek will be one of the optional features of the course. Hikes and other camp practices may be planned by individual groups.

Meetings will be held in two sections, one on Tuesdays and Thursdays from 4:00 to 6:00 p.m. in the Auditorium of the Main Engineering Building, and the other on Tuesdays and Thursdays from 7:30 to 9:30 p.m. in the Women's Gymnasium. The fee of \$2.50 may be paid at the first meeting of the class.

Test Pieces To Be Heard Over WCCO

Arrangements have been made for the broadcasting over station WCCO of three programs during April in the interest of the State High School Music Contest, which is a joint enterprise of the General Extension Division and the Minnesota Public School Music League. The programs will be devoted to the presentation of test pieces of music which will be used by the various classes in the contest.

On Thursday, April 9, at 6:15 p.m., the songs for Girls' Glee Clubs will be sung by a chorus of music teachers from the St. Paul schools; on Sunday, April 19, the orchestra pieces will be given by a section of the University Symphony Orchestra under the direction of Abe Pepinsky, Assistant Professor of Music; and on Thursday, April 30, there will be a mixed chorus from the University. The programs will be under the direction of Irving W. Jones, who is the Secretary-Treasurer of the Music League.

Official Notices

Absences.—Students should attend every meeting of their classes. Instructors report all cases of three or more absences, and no student working for credit may be admitted to the final examination who has that number of *unexcused* absences.

Certificates

Students who may have sufficient number of credits to entitle them to a certificate in June are again reminded that they should make application to the Students' Work Committee at once. The Committee is anxious to check the record of every eligible student, and the request of the students will greatly facilitate this work.

Students not eligible to certificates this year are urged to consult with the Students' Work Committee regarding their programs for next year. By this means they may be able to make the best selection of courses for registration in each semester.

Cancellations.—Students who stop attending classes without official cancellation of their registrations may receive grades of failure. It is an easy matter to cancel; a letter to the office of the General Extension Division will do it.

Credit Status.—Students unless otherwise specified are supposed to be registered "for credit." Class work is administered on that basis. A registration originally for "no credit" may not be changed to one "for credit" after the eighth week of the semester. On the other hand "for credit" registrations may be changed to "no credit" at any time before the beginning of the last week of the semester.

New Students.—Students now registering for the first time are urged to familiarize themselves with the opportunities for earning General Extension Division certificates for a specified amount of work. Such certificates are offered in Business, in Engineering, and in Science, Literature, and the Arts. In each case the requirements are rather definite and students should begin early to follow the curriculum prescribed. The curricula are described fully in the bulletin of Extension Classes, which will be mailed on application. The Students' Work Committee will be glad to give personal advice to all students who are interested in particulars, either during regular office hours or by appointment.

How to discover abnormal tendencies, harmful inclinations and how to remold them into worthy behavior constitute the great contribution of psychiatry to education. How to apply the laws of learning in the most intelligent manner to every type of human personality constitutes the fine art of the teachers' skill.

—John Stenquist

Lecture and Lyceum Offerings

The Lecture and Lyceum Bureau, under the direction of H. B. Gislason, has prepared a most attractive list of offerings for the coming year. Booking may be made now for your entertainment in 1931-32.

The headliner in the lecture field will be Charles Lofgren, of the Byrd Antarctic Expedition. Mr. Lofgren was personnel officer of the Expedition not only in the Arctic, but during eight months of strenuous preparation when the foundation for the success of the Expedition was laid. Of this period Admiral Byrd has said, "My companions rallied around me and put all they had into the fight. Charlie Lofgren, for example, was an anchor to windward then, as he has been throughout the whole Expedition."

The lecture, given in a vivid narrative fashion, will be accompanied by five reels of the Byrd Expedition, if so desired. Available in March, 1932.

David Wulf Anderson, well known writer and novelist, author of *Blue Moon* and other stories (two of them in motion pictures) will make a lecture trip through Minnesota in October, 1931. He lectured last fall in about twenty-five Minnesota schools. His subjects are:

"The Folklore of George Washington"

"Autocracy of Ignorance"

"Folklore Stories of Abraham Lincoln"

Dr. John Walker Powell, favorite lecturer for Women's Clubs, Schools, Churches, Luncheon Clubs, and other organizations, possesses the rare combination of a scholar and an inspiring speaker, and lectures on English Literature. He is available on reasonable notice.

Other University lecturers are always available on request.

An unusual musical offering is that of Margot Jean, New York artist, who combines three musicians in one: cellist, soprano, harpist. Miss Jean is regarded as one of the most versatile artists on the concert stage. New York and Chicago critics have acclaimed her musicianship in all three of her mediums to be of a high order. "A voice of unmistakable value and charm" says the *Chicago Evening America*. "One of the most attractive and expressive voices of the present, one that suggests Mary Garden's lovely lower voice, but in all registers"—*Chicago Herald and Examiner*. Available in late January, 1931.

There will be available, in addition, several artists from the Minneapolis Symphony Orchestra, and other local artists of the Twin Cities.

The Metropolitan Concert Company of Chicago consists of a group of artists who not only are excellent soloists but also very fine ensemble singers. The repertoire comprises music ranging from the grave to the gay—solos, duets, quartettes: operatic excerpts given with costume, action and in the English language, also a sacred program of unusual worth.

LANTERN CLUB PLAY A SUCCESS



Reading from left to right—Raymond Lyons, Inga Johnson, Arthur Charnstrom, Joe Shannon, David Couser

"A Pair of Sixes" was presented by the Lantern Club, extension students' dramatic society, as their annual play, on Saturday, March 21. This farce, which has been made popular by many stage and screen stars recently, was an evening's very pleasant entertainment.

The various parts, while rather difficult of interpretation, were well done as a whole, and in a few cases were superlatively played. Lillian Gilliland, who took the part of Coddles, the maid, left nothing to be desired, while David Couser as T. Boggs Johns, the partner who lost the bet and was forced to serve his hated business colleague as butler, gave his usual finished performance.

Gladys E. Wieseke directed Act I, Aurelia Childs Act II, and Lucille Fassett Act III.

Other members of the cast were: Louis Malloy as the office boy; Inga Johnson as Sally Parker, the stenographer; Joe Shannon as Krome, the bookkeeper; Elgie Blixit as Mrs. George B. Nettleton; Raymond W. Lyons as George B. Nettleton, Rosella M. Stein as Florence Cole; Raymond W. Johnson as Tony Toler, salesman; Anthony Wick as Mr. Applegate; and Arthur Charnstrom as Thomas J. Vanderholt, the attorney.

The members of the Lantern Club should be proud of having presented and made the most of a very amusing play.

Commercial Products and the Engineer

(Continued from page one)

plug when filled with or dipped in grease, but the same trial is not made with a standard plug, which, by the way, would have worked equally well. Some of us used to grope our way about muddy streets in a Model T Ford with its lights operating from its magneto so that when the car moved slowly over bad roads, the lights became correspondingly dim. We remember the Light Intensifier Plugs sold at \$2.50 per pair. These intensifiers did produce a wonderful light, but merely because the circuit had been changed in these plugs at a cost of not over 5 cents each, so as to send the full voltage of the magneto directly to each light. This resulted in burning the light bulbs out in a few hours' driving. The demonstration test of the salesman convinced you, but

left you to finish your test on a dark road with both lights burned out entirely, a day or so later when the high voltage had ruined your bulbs.

Every test has its own problems and, as soon as a certain test has been required for a sufficient length of time, the method of testing is standardized in order that the results may always be compared with equal justice to every article submitted. Test codes, outlining the method of making these tests in detail, are adopted by a technical society or societies. These codes are criticized by committees and various manufacturers interested until it is quite certain that the final code adopted is fair to all concerned. The protection of the public from unscrupulous dealers, the savings to the manufacturer in predicting the performance of his product, oftentimes the rescue of an inventor from himself and from squandering his money on a useless development justifies the millions spent on testing every year.

May Mixer Plans Completed

Plans for the May Mixer to be held on Saturday evening, May 2, in the Minnesota Union are being completed.

The poster contest (see INTERPRETER for March) will close on April 17.

An elaborate program of entertainment is planned with dancing thruout the evening in the ballroom, continuous vaudeville and musical numbers upon a specially constructed stage in the lounge room, display in Room 105 of the posters entered in the contest. Refreshments will be served during the entire evening, and, according to the established tradition of the May Mixer, a rose will be presented to each lady present.

Tickets for the party, which is under the direction of Howard N. Griffin, an engineering student, as general chairman, and Miss Frankie Waleen as director of the entertainment program, will be sent to class representatives on Thursday, April 9, and students are urged to purchase at once to insure their receiving one. Tickets will be probably sold out within ten days.

Indian Summer in November

By ELMA M. SCHMITT,
Student in Description

Not long ago we had occasion to go to Glenwood. The day was such an one as only Minnesota enjoys in the richest and most glorious season of the year—Indian summer. The sky was a sapphire blue with no cloud to mar its perfection, while the warmth of the sunshine pleasantly enfolded the countryside.

Driving to Glenwood over highway number 28 from the east, one comes suddenly upon a scene of unusual charm at any time of the year, but of particular pastoral beauty during this season. The city lies at the base of high, bluff-like hills—hills that are happy in their appearance, invitingly friendly in their rolling slopes, gently inclining in their steepness.

Where yesterday the trees were covered with green leaves and the soft tender grass made a carpet delightful to walk upon, today are bare branches sublime in their simplicity, noble in their strength and their promise of shelter against the cold winds of the coming winter. And yet with all the beauty of the bare trees, the rugged contours of the hills, the picture is not complete without its beautiful lakes. For at no time is water so compelling or a sunset of greater radiance than during the soft golden days of Indian summer.

And so it was while we were driving to Glenwood. We beheld a sunset of deep orange reds, golden yellows and soft mauve. The shaft of sunlight reflected in the quiet water was as wide at the base as it was at its apex, and straight and perfect in its line. Every detail of this perfect scene was reflected in the placid waters of Lake Minnewaska. It was an interlude of Indian summer.

RESEARCH IN EDUCATION

JOHN L. STENQUIST, Ph.D.

Director of Bureau of Educational Research, Department of Education, Baltimore, Maryland; Lecturer in Education, Johns Hopkins University

(Taken from *The Spokesman*, U. of Cal. Extension publication)

Research in any field is necessarily of a pioneering nature. It is the forerunner of every great discovery. Research is constantly asking "Why"; is continually doing "what can't be done"; is forever challenging what seems to be settled fact. It was this spirit which had the audacity first to imagine and then to demonstrate the practicability of the compass, the telescope, the microscope, the locomotive, the steamboat, the automobile, the airship, the phonograph, the telephone, the radio—all of that great host of discoveries that has served to revolutionize our knowledge of the universe and that has so profoundly influenced modern civilization. Research is repeatedly showing us that a lot of things we are sure about aren't true at all, but on the contrary are only stubborn husks of old superstitions and prejudices.

In education, the need for research was no greater than it is today. With the enormous progress that has been made in industry, in medicine, in engineering and in commerce, education tends to lag behind. Despite many improvements that have taken place during the recent past much that happens in any given schoolroom rests entirely upon tradition. It is fortunate, therefore, that an increasing number of specially trained persons throughout the country is gradually turning the searchlight of science upon the processes of the schoolroom. Many experiments are being carried on to reveal the secrets of why children learn and why they fail to learn, not only the formal subjects of the schoolroom, but the lessons of daily life as well. Psychologists are studying such things, e.g., as the optimum amount and distribution of time for learning any specific bit of subject-matter, or how much repetition is necessary under specific circumstances for a given unit of information to become fixed in the mind of a child; or how to differentiate our methods to best serve the dull, the average and the brilliant mind,—because these things for the most part no one knows.

Worse still is the fact that we are daily violating laws of learning which we do know. Workers in educational research are finding inexcusable absurdities in many methods and tools being used in everyday teaching. Is it, for example, strange that pupils who are drilled just sufficiently to add combinations as two plus three with perfect accuracy, fail in adding such combinations as seven plus eight, when it is found by actual count that the latter may receive less than one-fifth the amount of practice of the former? Yet this is substantially what Dr. Osborn, of Wisconsin,

found in analyzing a half dozen of the best arithmetic texts now in use. Or, how many of us know the real psychological significance of a wrong beginning in learning a new thing? Dr. Meyers, of Cincinnati, has recently found by carefully controlled experiments that children who respond to such problems, for example, as seventeen minus eight by the wrong answer "eight" will, even after periods of four to ten weeks of constant daily drill in the correct response, revert to the same error, not to various errors. Apparently a wrong start in learning a new thing is far more serious than we commonly suppose. Superintendent Washburne, of Winnetka, Illinois, by having the courage to discard what for centuries has probably been the supposedly essential feature of any classroom, namely the recitation, has demonstrated that many pupils can do two years' work in one when allowed to proceed at their natural rate of speed, individually, and do it better; that most important habits of self-reliance are thus fostered; and that many other advantages are apparent.

It is the great recent growth in psychology and psychiatry which is giving us an insight into the laws of mental life. These are the sciences which make it possible for us to interpret and understand human behavior. Life, we are told, is essentially a series of adjustments to the world in which we find ourselves. This adjustment is but the psychologist's name for *learning*, learning not only through the experiences of the school but in the wider experiences of life. This process of learning is in reality one of the great miracles of nature, yet most persons seem to regard it as a commonplace of life; they fail to recognize in it the great phenomenon of human intellect,—rather they take it for granted. Only when something goes wrong with the learning process, do we get a glimpse of its surpassing significance in child life.

So long as John "seems to get along" in school, on the streets, and at home we are prone to feel that all is well with his mental development. Even if John never does quite get his arithmetic and occasionally seems to fly into tantrums of rage without any reason, "Why worry about it?" "He will probably come out all right,"—or "His father was hotheaded and was a failure in school." But the psychiatrists tell us that many such children are not getting along all right and are in most urgent need of special care and training.

Modern experimental psychology has probably given us more definite objective

knowledge of mental life within a generation than was acquired during many preceding centuries. It is only recently that the processes of the mind have been studied in the same scientific manner as the processes of chemistry or physics. As pointed out by Professor Richards of the Johns Hopkins University recently in the *Baltimore Bulletin of Education*—"until psychology budded off from philosophy some fifty years ago the behavior of human beings as individuals or social groups was not considered worthy of scientific scrutiny. Human behavior was viewed purely from the standpoint of ethics. . . . Would he not, or could he not behave himself, was the great issue" in the conduct of the child. But it now seems clear that we must regard children who appear queer, slow, or perverse as challenges to our knowledge and skill rather than merely as trouble-makers to be avoided and punished.

The essential contribution of psychology, and psychiatry to education is that they have shown mental life to be governed by laws, laws as inexorable as are those of astronomy or chemistry. Mental development or lack of it, mental adjustment or mental disaster, never take place by chance. Every mental act or attitude is the result of fixed natural causes. It is the teacher's and the parent's responsibility to acquire the greatest possible mastery of these laws and to so arrange the program of childhood that advantage may be taken of them.

Surely nothing is of greater moment. Too long we have been content to rest on tradition. Certain of our practices in child training are still wrong—others are even pernicious. Consciously or unconsciously we are still permitting many habits to be builded which must later be torn down. Modern psychology is one of the great sources of light in accomplishing this purpose.

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BANK FAILURES AND BANK MERGERS IN ENGLAND

By W. R. MYERS

Assistant Professor of Finance, University of Minnesota

EVER since the depression of 1921 the subject of bank failures has been a delicate topic of conversation in the United States. And in the last five or six years the increasing tide of bank



W. R. MYERS

mergers and other banking combinations has given rise to heated discussion by friends and opponents of the movement. But I have nowhere seen set forth the parallel which I believe to exist between our current development and the changes which took place in English banking approximately one hundred years ago. I refer to the rapid growth of joint-stock banks at that time, which speedily absorbed scores of private banks, and finally replaced them entirely.

English Individual Banks

Aside from the central Bank, the English banking business until 1826 was in the hands of individuals and companies of not over six partners, called private bankers. These firms were subject to unlimited liability. They possessed whatever advantages—or disadvantages—lay in the power to issue notes. Occasionally such a private bank had a branch office, as when two banking fortunes were united by marriage, or when a banker was able to set up more than one son in the business. Usually a bank had one place of business only. It was a local bank. This was especially true of the country districts. The system was one of independent unit banks, therefore. The numbers of such firms increased greatly between 1797 and 1814. In 1814 there were 940

private banks of which a record has been preserved. Many of these failed in the severe depressions of 1820 and 1825.

In 1826, by act of Parliament, the joint-stock or corporate type of bank organization was recognized as legal. Immediately corporations were formed, thirty-nine of them within the first seven years. These companies had limited liability, could sell their shares readily, gathered large capital, and became very great institutions.

Beginnings of Branch Offices

These banks from the beginning followed a policy of opening branch offices. They purchased private banks when they could, otherwise they established branches *de novo*. The new joint-stock banks showed remarkable strength in spite of their newness during the depression years of 1829-30, 1832, and the long depression of 1837-1843. By the latter year their number had increased to 118. In the same 17 years over 30 per cent of the private banks of record in 1826 had failed, and over 16 per cent of them had become branches of joint-stock banks.

These changes were primarily due, it would seem, to the economic superiority of the branch banking principle, and in spite of pronounced public sentiment in favor of the local banks. The chief popular arguments were that the relations of banker and borrower were much more personal and confidential in the case of the private bank, and that the latter, being a local bank, was more inclined to support local industries. These two arguments have a very familiar sound to us today. But when private banks continued to fail and the branch banks to grow in strength, public sentiment changed.

As the number of private banks was reduced the number of bank failures declined. In 1890 the house of Baring Bros., a private firm of such high reputation that it was considered almost a bankers' bank, failed with a crash heard

around the world. Since that time England has been free from bank failures. Some private banks were sold to the joint-stock banks, some joined with other private banks and incorporated as joint-stock banks. Notable among the latter group is Barclays Bank, Ltd., originally a local unit bank owned by one family, now one of the Big Five joint-stock banks, among whose directors are descendants of the same family.

With the disappearance of the local unit bank came the end—to date, at least—of bank failures in England. During the last thirty years bank mergers there have been chiefly amalgamations of two or more joint-stock banks to secure more perfect geographical distribution of branches for purposes of competition. An English writer (J. Sykes, Amalgamation Movement in English Banking) states that "the companies are . . . administered under the glare of strong criticism, seeking to minimize and spread risks, and driven by fierce competition to work on narrow margins of profit," in contrast to the old days of local banks "conducted by individuals and groups of individuals in an arbitrary, unscientific manner, with no regard whatever for the national banking position."

No Resultant Bank Failures

With the consequent strengthening of bank management and of banking assets even the terrific strain of 1914 and the War, and of the endless business depression in England since the War, has not resulted in a single bank failure.

The parallelism between the private bank in England and our independent local bank might seem to be denied by certain superficial facts: 1. Our banks are incorporated, 2. they have limited ability, 3. they publish statements, are examined by the State, etc., none of which was true of the English private banks, and none of which is essential for sound banking, as abundantly proven by foreign experience.

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Camp Leadership Course Begins

The most recent of short courses to begin at the University of Minnesota is that of Camp Leadership, which is being held from April 30 to May 23, arranged by the General Extension Division in co-operation with the Camp Leadership Committee of the Twin City Camp Association.

The purpose of the course is to train volunteer leaders, counsellors, and directors in the principles, administration, and activities of organized camping. The course is divided into three sections: that of Swimming and Life-Saving, Camp Craft and Axemanship, and Camp Cooking. In each case, the instruction is of an extremely practical nature, and is taught by actual experience. Courses may be taken singly, and fees paid for each one.

Further information may be secured at the general offices of the Extension Division.

The course in Girl Scout Leadership Training, which started April 7 has the large enrollment of 115 registrants.

Another Questionnaire

Recently the Correspondence Study Department sent around questionnaires to its students and former students, which brought interesting results as to value of correspondence work from the point of view of the student.

Concerning the work expended per credit hour upon these lessons versus residence work, 98 per cent reported that they expended as much or more work per credit unit. The worth of correspondence study work was rated by 63 per cent as equal to or superior to residence work. Some opinions concerning the instruction given in this work valued it as excellent, 10 per cent as fair, and 3 per cent as poor.

Of the reasons for taking correspondence work 75 per cent stated "for credit." Classified in another manner, 44 per cent reported that they took courses for self-improvement, while 9 per cent were working for teacher's certificates.

A Duluth "Agent Consulaire"

If you live on the Range and are going abroad this summer, you might like to know that Mr. J. Romieux, of 201 Kent Road, Duluth, has been appointed "Agent Consulaire," and is thereby empowered to visé all passports for France.

Certificate Candidates

This is the last opportunity to warn candidates for Extension Division certificates that may be awarded at the June commencement that their applications must be filed at once. The Students' Work Committee is endeavoring to determine all possible candidates, from their records; but there is always the liability that some may be missed unless students take the initiative.

Do not neglect this.

Next Year's Program

Consult the Students' Work Committee now about your program for next year. The courses to be offered will be determined soon, largely in terms of student need and demand. You can help the committee determine student demand, and at the same time save yourself delay or complications in securing your certificate or credit toward your degree by taking counsel with the committee. You may do this by telephone; at least you can arrange for an interview if things cannot be entirely settled by telephone. Call Dinsmore 2760 and ask for Irving W. Jones.

Modified Certificate Plan

At a meeting of the General Extension Division staff on April 20 it was voted to restrict the awarding of certificates at formal university commencements to those representing 90 credits of work. The new regulation will take effect following the commencement of June 1932. This action is taken in order to conform to the general university policy that certificates or other credentials awarded at commencements shall represent a minimum of two years' work, or its equivalent, 90 credits. The General Extension Division is now the only unit awarding certificates for the equivalent of one year's work, 45 credits.

Certificates covering 45 credits in the various fields will be issued, as heretofore, but informally and not at commencements. Students now accumulating credits toward any certificate will be completely protected and will receive full credit either toward a 45 credit or a 90 credit certificate, as they may desire.

It is believed that extension students will welcome this change in the certificate plan as a distinct forward step in the direction of higher educational standards.

New Club Study Program

Club Study Programs written for women's clubs and other organizations are meeting with success and are filling a real need. The Club Study Programs already in existence are: Minnesota History; Romance of Chemistry; The Middle West in American Literature; Prehistoric America; New China and Her Problems; Modern India; and Modern Plays. Others are being added as follows: Newer Tendencies in Psychology; Sweden; Norway; and Russia.

New Courses in Correspondence Study

Three structural design courses are now being added to the Correspondence Study list. They are Elementary Structural Steel Design, Steel Building Design, and Steel Bridge Design, supplementing the two recently written courses in concrete construction and design as follows: Plain Concrete and Advanced Reinforced Concrete Design.

Refrigeration is a new course which will have a wide appeal as will a course in Elementary Aeronautics.

Short Story II has also recently been written following up Short Story I which has been available for some time.

Three education courses have also been written. They are Historical Foundations of Modern Education, The History of Modern Secondary Education, and History of Modern Elementary Education.

Revisions of many courses are being made to bring the respective courses down to date and have them parallel the corresponding day courses. Modern World I, II, and III are undergoing revision; so are many mathematics courses being revised.

Short Story Writing I is being revised.

There are being revised many language courses, Swedish, German, French, and Greek.

The High School and the Junior High School have also been revised.

Many other courses are receiving attention.

High School Music Contest

The University will again, on May 14th and 15th, be host to the final sessions of the Minnesota State High School Music Contest. This project is administered jointly by the Minnesota Public School Music League and the University, acting thru the General Extension Division. Thru this agency about 175 high schools of the state will compete in several classes of vocal and instrumental music, choruses, orchestras, bands, and smaller groups. Eliminations are made in contests held in the 17 districts into which the state is divided; the winners in these district contests enter the final contests at the University and compete for state honors. Something like 9,000 pupils participate in the district contests, and 1,500 or more will attend the finals. The evening sessions, held in Northrop Memorial Auditorium, will feature massed choruses, orchestras, and bands, as well as contests in some events, and will be open to the public. They will be interesting events well worth attending. Irving W. Jones, chairman of our Students' Work Committee, is the university representative in the joint arrangement and is responsible for the administration of the contests.

WHAT I OWE TO THE EXTENSION DIVISION

By a CORRESPONDENCE STUDENT

The greater part of my education I obtained by correspondence study with the Extension Division of the University of Minnesota. I had stopped going to school after only two years of high school and had been loafing mentally for several years when I decided to try to earn the five units I needed for graduation. My first correspondence course was in English Composition V, and others followed in literature, history, social science, German, mathematics, and mechanics; twenty-five courses in all. I shall not attempt to evaluate, or even to mention, each individual course, but shall try to tell briefly what benefits I derived from each of the six groups I have listed.

Two of the studies which I believe left a permanent impression were my high school course in English literature. When I say they made an impression, I do not mean to imply the clear-cut, legible trace of an engraving tool, but rather the rough, forceful sweep of a sculptor's knife, for although the courses developed a liking for good literature, I cannot, unfortunately, remember a single detail of literary history. A short while ago, when I wished to refer to several Elizabethan dramatists by name, I could call to mind only Shakespeare and Marlowe. Furthermore, I was even uncertain of the exact century when they flourished and could not have named one single play of Marlowe's to save my life. From the point of view of a literary historian, who is interested chiefly in names and dates, I learned nothing from my studies. But if the chief aim of the formal study of literature is to serve as an introduction to the beauties hidden in books, if literature courses are regarded as serving their purpose well when they create in the student an appreciation of good writing, then these courses benefited me. Study of the old dramatists did not impress me with their names or the titles of their plays, but it did prepare me to enjoy the works of Rostand, Galsworthy, O'Neill, and the other modern playwrights. Study of extracts from informal essays of ancient writers did not inspire me to read their complete works, but it did enable me to recognize and enjoy the artistry of J. G. Huneker's letters and essays and of Beer's "Mauve Decade." Study of nineteenth century novelists did not induce me to read every one of their works, but it did cause me to read representative works of modern authors from Hudson's miniature "Green Mansions" to Priestly's "Good Companions" and Galsworthy's epic of the Forsytes. I do not read very often, but when I do, my studies have enabled me to choose works like the above which linger in the mind long after the books are returned to their shelves.

After literature it is natural to turn to composition, and in this study I find many

of the same contradictions which characterize my literary knowledge, for the truth is, that even now, after seventy-two lessons, I cannot begin to write a theme which is perfect mechanically. Basically, of course, the fault lies mainly in the poor preparation I got from my youthful studies; I was so much more devoted to sports and games than to the tedious writing of English exercises that my knowledge of the elementary rules of grammar and rhetoric is not thorough enough to make perfection possible. As for punctuation, I long ago gave up trying to remember the thousand and one rules which make this an exact science, and instead, put my trust in divine inspiration. But, although my courses could not make me a proficient writer, they did teach me to enjoy writing. At one time writing even the briefest letter was drudgery, because while I did not put my thought into one-syllable words, I lacked the courage to write words I did not use in conversation, and because from fear of making mistakes and thus appearing ridiculous, I could write nothing but simple sentences. Now, because I have conquered my fear of appearing ridiculous, and because I no longer lack the courage to extend my sentences till they convey my full meaning, I find real pleasure in writing.

Four other courses which did much to mould my opinions and which taught me to think about social problems, were those in American history and in social science. History—dates, names, and battles—had always been one of my pet aversions in school because I could not see why it should be necessary to remember that Captain Whosis won the battle of Owl's Point on January twenty-third, seventeen hundred and something, but when I found from these courses that history could be presented in the form of a story of mechanical and social evolution, my attitude changed. I cannot yet name offhand twenty historical names or dates, but I do have an intelligent knowledge of our nation's social and industrial progress, and best of all, I have learned to enjoy the reading of historical novels and treatises which treat of progress rather than of campaigns. Likewise in social science, what I *learned* of the subject could be written on a single sheet of paper, but there is no measuring the new vistas for thought that the study opened before me, and no calculating the change it brought about in my methods of thought about social problems and duties.

My one venture into the foreign language field consisted of four quarter courses in German, and in this one subject, for a change, I can say that I learned something. I am not, it is true, able to speak it with any degree of fluency, nor can I claim to understand rapid oral German, but I can read it rapidly and write

it with a fair degree of accuracy. Aside from this, which is only to be expected of any earnest student, I was benefited in another way. The German stories, poems, and novels which I read in conjunction with the courses and those I have since read have given me, in addition to the joy of accomplishment in the mastery of a new medium, a feeling of kinship and brotherhood with the German people. Weighty volumes full of the results of sociological researches could not convince me as has the reading of their favorite literature that the German people have the same ideals and joys as we have. I have learned that, although the German people are no further advanced toward the ideal of a perfect people than are we, they are not less advanced. Therefore, I regard this study as benefiting me not only by revealing a new world of literature, but also by bringing home to me the falseness of the national boundaries and language barriers which are supposed to separate brave, God-fearing men from cowardly, inhuman beasts.

The foregoing paragraphs sum up the debt I owe the University for broadening my outlook upon life and for showing me how best to enjoy life. To the fifteen courses in those subjects I am indebted for whatever cultural background I have.

The other ten courses I have studied dealt with either mathematics or mathematical mechanics, and from them I have obtained a thorough preparation for engineering study. This subject, which is usually exceedingly dry and wearisome, is presented in the extension courses in such an interesting manner that the student studies one course after another with the zest which is usually associated with a sport. It becomes a game wherein the student has for opponents those problems which looked impossible a few months before, and the mastery of these problems forces him on and on in the search for the unsolvable, for the unbeaten opponent. Furthermore, when the student has completed the courses offered, he will find that he has learned not only the symbols and tricks of mathematics, but also to *think* mathematically. This, the ultimate,—but seldom achieved—goal of all mathematical teaching, will have been given to him by virtue of the excellence of his teachings.

"One is naturally led to wonder when men and women who are placed in responsible positions will awaken to the fact that children learn through the sense of sight and that everything which will extend the possibilities of their field of vision and which will add to their interest in doing their work, will more than justify the money outlay required."

DEAN W. F. BARR
College of Education
Drake University
Des Moines, Iowa

Botanical Research Fund

A trust fund for botanical research has been established at the University of Minnesota as the result of a request made by the late Dr. J. Arthur Harris a year ago on his deathbed. He asked that nothing be spent on flowers for his funeral, but that the money be put into a trust fund for research in botany. The fund, contributed by university staff members and others, now totals \$1,066.21. Dr. Harris was head of the Botany Department at Minnesota and was also connected with the Agricultural Experiment Station at the University. He was an authority on biometrics, and one of the four authors of "The Measurement of Man," a study in that field adopted by the Scientific Book Club last summer.—UNIVERSITY OF MINNESOTA PRESS.

Basic Functions

The basic policies, functions, and ideals of University Extension, as such have been stated by two university presidents:

President Glenn Frank of the University of Wisconsin:

"We must see to it that the learning of this University is ever linked closely to the life of the State in terms of practical service, serving alike the youthful minds on the campus and the adult minds beyond the campus, making all the knowledge and all the insight of the University available to men and women throughout Wisconsin for the economic betterment, intellectual stimulation, and spiritual enrichment of their lives. This is the spiritual charter of University Extension. Great as has been the service of University Extension in Wisconsin, its greatest days are ahead."

Former President Edward Kidder Graham of the University of North Carolina:

"The whole value of university extension depends upon the validity of the purity and power of the spirit of the truth from which it is derived. Extension it would interpret, not as thinly stretching out its resources to the state boundaries for purposes of protective popularity, nor as carrying down to those without the castle gates broken bits of learning; but as the radiating power of a new passion, carrying in natural circulation the unified culture of the race to all parts of the body politic. It would interpret its service not as sacrifice, but as life; the normal functioning of life as fruitful and fundamental as the relation between the vine and the branches."

All things being equal, a man's memory is only as good as his judgment. And if he chooses to remember facts and events of little consequence to his own activities an able memory does him little service. In fact, a certain kind of forgetfulness is one of memory's best aids. This is the ability to forget trifles lest they take up valuable space in the warehouse of the mind.—BULLETIN OF MASSACHUSETTS UNIVERSITY EXTENSION.

Bank Failures and Mergers

(Continued from page one)

The parallelism appears in other aspects, certain of them very significant.

First, in both countries we are concerned with independent unit banks, which must stand alone in developing policies, planning new business, providing and disposing reserves, studying business conditions and making business forecasts. The local bank's management may lack vision as well as broad and thorough training. Its investment policy may be based upon experience only, and that experience largely local. Such management is an important cause of failure.

Second, the failed banks in both countries were usually relatively small. Over 90 per cent of the banks failing in the United States since 1920 have had a capital of less than \$100,000, and most of them have been country banks. By far the majority of the English private banks that failed were small and situated in the country. Now the small unit naturally has small resources with which to earn an income, and the variety of employment of funds is relatively narrow. Banks in farming districts are under great pressure to make loans of ultimate but frequently postponed liquidity. Moreover the overhead of such banks is likely to be high because prestige demands that the bank own its own home, that the building be the best in town and that the equipment be such as to command local respect. This was true then as now.

Third, and most serious of all, is the matter of loans to local industry. Today in the United States and a hundred years ago in England one of the chief arguments urged by proponents of local unit banks is that such banks will be loyal to the needs of local business. And in both countries lack of diversification of assets, or over-concentration upon local risks, has caused an enormous proportion of all bank failures. If a small bank loans most of its funds to local farmers, for example, and crops are poor for two or three seasons the farmers will suffer but the banks will fail.

On all three of these vital points the branch system of the joint-stock banks has brought relief to English banking. First, the final responsibility for management and the development of policy is in the hands of men of wide experience, thorough training and the highest ability, as determined by competition. Their constructive efforts are likely to be broad and far-sighted, their objectives neither petty nor impermanent. Second, because a branch carries all the prestige of the great institution of which it is a part, its offices can afford to be very modest until the branch has proved that it has the earning power to justify a heavier overhead for premises and personnel. Since a new branch involves little extra outlay, branches may profitably be operated in small communities, or experimentally in

new territory. Where business does not develop, a branch may be closed with little or no loss if operated in rented quarters as is usual for new branches. And third, the branch system solves the problem of sound but unliquid local loans, not by refusing such loans, but by making them possible without bank failures. Because the English branch bank is nationwide in its territory, its assets are based upon the widest possible range of risks. If business is poor in one district bank earnings may be good in another region. Such is in fact often the case. Agricultural loans which prove to be temporarily unliquid are embarrassing, to be sure, but the bank does not fail because its business may be flourishing in the cities. Thus the principle has worked out in England and the enormous cost of bank failures has been avoided.

Two important tests of a banking system are the economic service it renders and the economy with which it operates to give that service. Unit banks in England and in the United States have done most valuable pioneer service. In both countries their economic contribution has been to marshal local resources and make them available for productive purposes. England long ago substituted a more efficient agency for the same end.

Our system in the United States has permitted small banks to spring up by hundreds as opportunity seemed to offer. Other hundreds failed. The needed banking service was obtained but at enormous cost to society. In my opinion we have now reached a stage in the development of banking in the United States where we are seeking to eliminate this economic waste, as we are studying to eliminate waste in industry, commerce, and agriculture.

Perhaps the increase in bank mergers and the growth of group systems and holding companies for bank shares indicate the direction of progress toward the solution of this problem here as in England.

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The Interpreter

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MOTION PICTURES FOR THE CLASS ROOM

The trend in the use of motion pictures for educational purposes is now distinctly toward the *class room*, and the kind of film most suitable for class room use



is the 16 mm. film. The last few years have demonstrated the value of these films for teaching purposes, and teaching films are rapidly coming into the schools throughout the country. Large city schools have their Visual Aids specialists, who supervise all teaching done by visual aids devices and all purchasing and renting of films. Smaller schools have their own equipment, but depend mostly on getting films on a rental basis.

The 16 mm. film is less than half the width and length of the standard film (35 mm.). Its advantages for class room instruction are many.

1. The equipment and film are much easier to handle. A 16 mm. projector is simple to operate. Any one can learn to run it in fifteen minutes or less. That means that any teacher who wants to use it can do so. It weighs only ten or fifteen pounds, and so can be easily transported from room to room.
2. All 16 mm. films are on safety stock,

and so all danger of fire is removed. No booths are required and no red tape proceedings necessary.

3. The 16 mm. film costs less to buy and rent. This difference will probably become greater as the 16 mm. film becomes more generally established among schools.
4. The picture thrown on the screen is regarded adequate for all practical purposes. Improvements are being steadily made in these small projectors, and the latest ones give remarkably good service. These projectors may be used in small auditoriums at a distance of perhaps forty to fifty feet from screen.
5. Types of Equipment. There are several types of 16 mm. projectors. Among the companies that make them are: Bell and Howell, Chicago; Eastman Kodak Company, Rochester, N. Y.; Victor Animotograph Company, Davenport, Iowa; Afgar Ansco Corporation, Binghamton, New York. Further information about equipment will be given on request.

Those who prefer the 35 mm. film will be well served by it, no doubt. The projector, while considerably larger and heavier, can easily be carried from room to room. It is more difficult to thread and manage, and still any one who sets about it can learn to operate one in a short time.

As a teaching device for certain purposes, where *movements* and *processes* are involved, how things are done, how animals feed, how birds build their nests, how people live, etc., the motion picture has no rival in the field.

If we want to learn, for example, about the circulation of the blood, the movements of glacial deposits, how the starfish gets its nourishment, where and how the Eskimos of North America live and move and have their being, we can get our information from films more readily, and remember it longer, than in any other way.

"The use of educational screen pictures, slides, and stereographs to supplement

text book instruction," says J. E. Hansen of Wisconsin Bureau of Visual Instruction, "would become practically universal in Wisconsin schools if boards of education would make a study of their value and cost."

H. B. GISLASON

The Educated Person

We ask many times how one is to know the educated person; we receive as many different answers. Here is one conclusion which appears in H. A. Overstreet's book, *About Ourselves*:

"Professor Cassius Keyser, in one of his recent books, asked by what sign one could detect an educated person. His own answer was simple and rather surprising. He did not say: we know an educated person by the amount of his knowledge, or by his college degrees, or by the light of intelligence in his eyes. An educated person, according to Keyser, was one who possessed a certain intellectual habit. If he read nothing but what was easy, or kept himself strictly to subjects with which he was already familiar, no matter what the quantity of his information, he would not be an educated person. A truly educated person would be one who was in the constant habit of reading books that had to be thought over, struggled over, and that, when mastered, added something to what one already possessed.

"One may disagree with this as a completely satisfying answer, but the central point of it seems to be of value. The educated man is one who feels himself to be unfinished, who wants therefore to go on from mastery to mastery. Thus he is one who builds up a mental tissue that is forever growing and forever vigorously wholesome in its growth."

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

—MAETERLINCK

The Interpreter

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Richard R. Price - - - - - Director

Advisory Committee

T. A. H. Teeter I. W. Jones
H. B. Gislason A. H. Speer
Alta J. Jones - - - - - Editor

JUNE, 1931

Enrollment Figures Mount

Statistics for the second semester of the year 1930-31 are now almost complete.

Collegiate and Education

Minneapolis	1888
St. Paul	492
Duluth	230
Coleraine	50
Hibbing	89
Virginia	82
Keewatin	14
Rochester	96

2941

Business

Minneapolis	892
St. Paul	471
Duluth	60
Chisholm	13

1436

Engineering

Minneapolis	557
St. Paul	57
Duluth	71

685

Grand Total 5062

Total for 2nd semester
1929-30 4650

These registrations represent 3,425 individuals.

Figures for the whole of 1930-31 are not yet complete, and will appear in the September issue of THE INTERPRETER.

Price Attends NUEA Meeting

Director Richard R. Price attended the annual meeting of the National University Extension Association at Boulder, Colorado, May 11-14.

The next meeting of these educators will be held at the University of Minnesota.

September Issue to Contain Schedule

Watch for the September issue of THE INTERPRETER; it will contain a final copy of the schedule of classes to be taught in the fall. Requests made by sufficient number of students throughout the summer will have a bearing upon the courses offered in that schedule. Get your requests in before you become engrossed in that summer vacation!

OFFICIAL NOTICES

STUDENTS' WORK COMMITTEE

Change in Certificate Plans

Attention is again called to the fact that after the June commencement, 1932, General Extension Division certificates will all be on the 90-credit basis and no certificates will be awarded at commencement except for this amount of work. Whenever students have completed 45 credits toward any 90-credit certificate, a partial certificate will be granted and awarded informally at any time the work is completed.

Students who are now started on the way to a 45-credit certificate should make plans at this time for the completion of their work during the semesters of 1931-32; that is, if they wish to receive the certificate at commencement. The change of plan will, of course, make no difference in their satisfying the work of the 45-credit certificate. All work so completed will count toward a 90-credit certificate.

Summer Planning

Students are advised to take advantage of their free time in the summer to make plans for their study program for next year. The program of courses to be offered next year will be determined very soon. It will not be printed and issued until about the first of September, but students who are interested in making their plans, whether toward certificates or not, will have an opportunity to consult this program and interview the Students' Work Committee during the summer. Many students who are now nearing the completion of their certificate work will be notified and asked to confer, but there are a good many others who could profit by such conferences and should take the initiative in arranging for them.

Parent-Teacher Conference

The General Extension Division will co-operate with the Minnesota Congress of Parents and Teachers in conducting a Parent-Teacher Conference at the University during the week of June 29th to July 3rd. The National Congress of Parents and Teachers will be represented by Mrs. C. E. Rowe, a national organizer, the state organization by Mrs. E. L. Baker, Minneapolis, President, and other active officers. Members of the University faculty will contribute to lectures and lead discussions throughout the week. Sessions will be held forenoon and afternoon with time allowed for special features, experience, etc. The Conference is open to all who are interested in Parent-Teacher Associations and the work they are doing in the schools. Those who enroll in the Conference and complete all the assignments are given a certificate by the National Congress.

Certificates in June

A preliminary list of extension students who will be granted certificates at the June commencement now contains 44 names. Of these, 20 will receive certificates in Accounting, 6 in General Business, 8 in Electrical Engineering, 8 in Mechanical Engineering, and 2 will receive the Junior College certificate. This list will undoubtedly be increased when the Students' Work Committee has still further checked some cases that are now in doubt. The total will undoubtedly be approximately the same as last year.

Student Mixer Successful Party

At the Seventh Annual May Mixer held on May 2, the number of students attending broke all previous records. Besides the numerous games of bridge going on, there was a vaudeville entertainment in the downstairs ballroom of the Minnesota Union. It included the following numbers:

W R H M Junioriets, a kiddie revuse; Miss Margaret Winnie, violin soloist from MacP hail S cool, Irving Gandel, violinist with string trio; "White Chalk," a one-act mystery play by Jerome Jackman in which the characters were the author and Miss Harriet Miner; "Spec" Blume's six-piece orchestra; Mr. Henry Lundgarrd, accordion soloist from the Traficants School of Accordion; Mr. William Lee, tenor soloist; Miss Barbara Beaudry, accodio and harmonica; Shirley Swanson, juvenile dialect reader; The Lion Cubs, novelty trio; Mr. Arnie Anderson, accordion soloist.

Miss Frankie Waleen directed the program, with Emery J. Anderson as chairman of program committee, C. W. Emerson 1st vice-chairman, Miss Inge Johnson 2nd vice-chairman, and Sherman Skogen 3rd vice-chairman.

Student representatives assisting and serving on the reception and usher committee were:

Ray Lyons, G. N. Chumley, Gunnar Peterson, Raymond Middleton, Anthony Wick, Arthur Brewer, Oril Danielson, R. D. Hand, Irving De Graff, Walter Anderson, Elvert Kroon, Muriel Foster, Carol Starkey, Constance Christianson, Margaret Foran, Jessie Moxley, Hazel Dahl, Bessie Luce, Genevieve MacAllister, Phillip Wieder.

Instructor Wins Prize

The \$5,000 award for third prize in the Camel cigarette contest went to Julius M. Nolte, an instructor for the General Extension Division at Duluth.

Mr. Nolte was a student at the University of Minnesota, having won the Shevlin fellowship in 1922, and later went to Yale. He was elected Phi Beta Kappa.

In Duluth, Mr. Nolte teaches history, economics, and aviation.

National Adult Education Meeting

The National Commission on the Enrichment of Adult Life, will hold a meeting at Los Angeles, Wednesday, July 1, from 1:45-4:00 p.m. at Touchstone Hall, Old College Building, University Southern California, Room 119, to which all teachers are most cordially invited.

With President James A. Moyer presiding, the program follows:

Speaker: James A. Moyer, Director of University Extension, Massachusetts.

Topic: "Plan and Program of the National Commission."

Speaker: Joy Elmer Morgan, Editor, Journal of Education.

Topic: "The Enrichment of Adult Life."

Speaker: Willis A. Sutton, President, National Education Association.

Topic: "What the National and State Commissions Can Do for the Enrichment of Adult Life."

Speaker: Mrs. Susan M. Dorsey, formerly Superintendent of Schools, Los Angeles.

Topic: "What California Is Doing in Adult Education."

Speaker: James E. Rogers, National Recreation Association.

Topic: "Education for the Wholesome Use of Leisure."

Speaker: A. W. Castle, Director of Extension Education, Pennsylvania.

Topic: "Enrichment of Secondary School Courses of Study by the Use of Correspondence Courses."

Willis A. Sutton, president of the National Education Association, gives us these words on the National Commission on the Enrichment of Adult Life.

"The Purpose is for the teaching profession to promote plans for a wiser use of the extra or leisure hours just as it has in previous years promoted the movement for vocational efficiency. To promote the avocational is naturally the next step. It is also next in importance.

"The Plan of Organization is for the National Education Association to take the initiative and to assign the chief responsibility for carrying the work forward to the Department of Adult Education; to seek the co-operation of the American Association for Adult Education, American Library Association, National Recreation Association, American Federation of Labor, the United States Chamber of Commerce, the American Legion, the American Bar Association, the American Medical Association, the National Congress of Parents and Teachers, and other national agencies; to appoint a Commission in each state; and to provide for contacts with all industrial, civic, fraternal, and religious organizations. The Executive Committee of the Department together with twenty-five additional members, will constitute the National Commission on the Enrichment of Adult Life, and the Commission of fifteen to fifty in the

The Three Great Arts

"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."

The Platform World

state will constitute the State Commission. All commissions are assured that there is no work of greater importance than this.

"The Work of the Commission, with the help of co-operative agencies, is to arrange for investigations; to determine the best plans for recreation and for work during extra hours for the enrichment of life; to outline problems of investigation for state commissions; to call on colleges to conduct lines of research; to call on the best thinkers in the nation for suggestions; to send out to the State Commissions conclusions and recommendations; to secure funds from individuals and organizations for the work of the commission; and to aid the states in finding funds for conducting their investigations. The work of the State Commission is to follow out the plans of the National Commission, both as to investigations and as to the distribution of information; and to initiate plans for securing the co-operation of teachers and citizens in every community in the state.

"The Old Theory that people do not learn after twenty-five has been exploded by years of research and experience. People can now see richer lives ahead of them. In proportion as we spread the knowledge of actual facts, will we add new hope in the lives of men and women and in proportion as we provide opportunities for growth, will we witness improvement and enrichment of home and community life. This is a movement to meet a great national need. The people in industry and in the professions are ready for it. Let the profession meet its opportunity and responsibility."

Summer School Offers Round Table in Drama

The Cinderella miracle will find its duplicate on the University of Minnesota campus this summer when more than 100 dramatic directors in the Northwest find themselves in the midst of a series of theatrical productions in which they will help to create the pageantry of an Austrian court in the nineteenth century, the splendour of a French court, and the Oriental charm of an Asiatic setting. This summer for the first time, the University is offering a round table in dramatic arts and music from June 15 to July 25, for people interested in dramatics.

As a part of the round table, three theatrical productions will be produced in the huge Cyrus Northrop auditorium before an audience of many thousands of people. The plays they produce will include "Marco Millions" on July 2 and 3, "The Vagabond King" on July 10 and 11, and "L'Aiglon (The Eaglet)" on July 16 and 17. The performers will include not only University summer quarter students, but also famous actors such as William Faversham, Edward Fielding, Zama Cunningham, Paul Keast, and Ernest Lawford.

Because it is an almost universal fact that dramatic directors have had no special training in their avocation, an increasingly large number of people have asked that a course be given in summer quarter which will give practical instruction which can be used in high schools, concerning stage lighting, costuming, production, and casting problems, and other phases of drama, both technical and non-technical, in which the director of dramatics is interested. The course which the University is now offering is called the round table in dramatic arts and music, and credit will be given the student in any college on the campus in which he may apply.

Only the most qualified people are to give the courses of instruction. Miss Winifred Lenihan, director of the New York Theatre Guild School, S. R. McCandless, professor in the dramatic department at Yale University, and formerly connected with the Baker 47 Workshop, Maud Scheerer, dramatic reader of New York, and Lester Raines, professor from Normal University, New Mexico, are among the guest-faculty. S. Chatwood Burton, professor of architecture, Earle G. Killeen, professor of music, and Edward M. Staadt, professor of speech and director of University dramatics, will represent the regular staff at the round table.

Notice

Those who are to receive certificates should make arrangements for securing cap and gown at once. The group picture will be taken as usual and will be under the direction of T. C. Edwards.

THE IMPORTANCE OF LITTLE THINGS

Theme Written for Composition IV

By ANNE PUZAK

It was Christmas Eve; also it was my brother Paul's sixth birthday. We children—I, Paul, and Nick—(named in the order of their ages) were having a merry time. And, oh, such beautiful presents! They made our eyes sparkle and our hearts leap with joy. Dad was telling the story of *Why the Chimes Rang*. He told how, around that box at the temple into which the people dropped their gifts, you could hear the rustle of silks and see the twinkle of jewelry as those well-dressed women dropped in their gold; but they knit their brows and drew back their dresses as that poor widow in her threadbare garments, with her poorly dressed little one in her arms, crowded up to the box and dropped in her two mites.

I was told, as a youngster, that it is the little acts that are the elements of true greatness and that there is power in littles. They move on the dial of character and responsibility significantly. One of my characteristics, my love for exactness and accuracy and my dread for carelessness, has developed as a result of my desire to do all of life's little duties faithfully and promptly.

Whether I was going on an errand, playing, or doing my lessons, I seldom hurried. It mattered little how long it took me to write a page; what I wanted was a neat-looking page when I had finished. One day during our class in penmanship the teacher stopped at my desk. "I must write carefully," I thought; so laboriously I wrote my lessons. I was very much surprised, and not a little discouraged, when she said, "You make your letters too painstakingly, Anne. Write more freely and use arm movement."

My class in cooking at grammar school gave me almost my first opportunity to see exactly what went on beyond the kitchen door. Carefully I measured, carefully I followed directions, but almost always when the finished product was displayed, my gravy or my biscuits were not as good as they could have been. Rather reluctantly I admitted that to cook well one must know more than just to follow directions. But one thing the teacher thought I could do was cleaning the pantry and washing pots and pans. "You always clean them so thoroughly," she said. Each time I resolved not to take such pains in cleaning grease spots and vegetable stains for I did not like to clean when it was not my turn. But each time the old axiom "Nothing is worth doing that is not worth doing well" came to memory. Diligently I scrubbed and polished, the pots and pans shone, and my reputation grew.

Even in play I proceeded cautiously. Both of my brothers tried to teach me to play ball, but they decided that I was not an apt pupil. It took some time for me to learn that it was the ball I was to watch, not the way I was holding the bat.

It was graduation day at grade school. Our principal and the seventh and eighth grade teachers came in to wish us well. As part of the program one of the teachers had composed a ditty about each class member. Of me she said, "Happy-go-lucky it is true she may be, but careless and thoughtless Anne never will be."

Lessons, athletics, social gatherings, final examinations, term grades, and all of the other things that help to make one's high school days reflected my trait of exactness. Blots, erasures, lines that were not straight—these were the reasons for much copying and re-copying. How many times I found myself thinking that one really does not profit by being particular!

At a party given by the principal of our school each new member of a certain organization was asked to speak a poem or tell a story. When it was my turn, the toastmaster addressed the group, saying, "We have in our midst a person who is reputed to be careful, prompt, and wise. I wonder if she knows her alphabet? Anne, will you please say the alphabet backwards?" I could not. But gradually, by saying part of it forward and then repeating it backward, I came to "A" from "Z." Never again will I be embarrassed by that question!

The high school subjects which revealed most my careful nature were typewriting and shorthand. Shorthand is intriguing, so I took a special interest in it. Carefully learned fundamental lessons are essential. These I had. I cannot say as much about my class in typewriting. I proceeded slowly and continued to type carefully. When an unlimited amount of time was given for an assignment, I did well; in speed tests I was a failure. From the minute the instructor said "Go" until fifteen minutes later when she said "Stop" I worked under a tension. Many thoughts raced through my mind, and my fingers made frequent errors. Not until my last term did I learn to take a speed test without fear of my final score.

Plans for graduation were soon in full swing. I was asked to give an essay on "Books." Being stubborn, I felt that I should try my hand at it first, then have the essay corrected and revised. The English teacher read this theme and returned it without a correction. "It could not be all right," I thought; so I asked her to help me outline another one. "In the first place," she said, "what is wrong with the one you have? I have no suggestions. And, do you know, you are the first speaker at commencement exercises at this school who has written her own speech?" Was I pleased? Well, maybe being conscientious has its compensations!

It gives me a pleasant feeling to hear the constant buzz of the typewriters, to hear the ringing of the telephone, and to

be a part of a busy office. As a part-time stenographer for a law firm I realized how important minor details may be. I have found that carefulness and exactness—the qualities that one time I did not consider my assets—have increased my ability and usefulness and have served as a stepping-stone to a higher position.

Vividly I remember being told to do well everything I started; I remember how carefully I began and how cautiously I proceeded; I remember how often my classmates joked with me about my consideration over the appearance of homework papers and how often I feared that I was overdoing by being careful. To say that my being cautious has always been profitable would be exaggeration for there is truth in the saying that one should strike while the iron is hot. But I shall always recall with pleasure the story of the influence of little things.

The State High School

Music Contest

The final sessions of the State High School Music Contest, in which the General Extension Division co-operates with the Minnesota Public School Music League, were held at the University on May 14 and 15. This was the largest contest in the history of the contest. Approximately 2500 pupils were in attendance, and every class of the contest had an increase in the number of entries. Registrations came from every corner of the state—as far north as Warroad, six miles from Canada, and south to Fairmont and Worthington, close to the Iowa border. Success, as represented by winnings of places, was about as widely distributed. The quality of the work done showed improvement over previous contests and received much commendation from the judges. All the major instrumental events were judged by Mr. William Wellington Norton (A.A.M. Minnesota '09) of Flint, Michigan.

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